DOCUMENT RESUME

ED 420 838 CS 013 227

AUTHOR Johnson, Donna; Kaim, Carol; Trotter, Honor; Zbinden, Jennifer

TITLE Improving Student Reading Achievement through Parent Training and Involvement.

PUB DATE 1998-05-00

NOTE 223p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.

PUB TYPE Dissertations/Theses (040) -- Reports - Research (143)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Action Research; *Parent Participation; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Skills

IDENTIFIERS Illinois (North)

ABSTRACT

An action research project described a program for improving reading skills and comprehension through the use of parental involvement. The targeted population consisted of primary students located at four different sites in Northern Illinois. The problem of low reading achievement was documented through data revealing a large number of students unable to meet grade level requirements. Analysis of probable cause data revealed students with high mobility rates, changing family structure, and time constraints. Additionally, data indicated a lack of parent training and involvement. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: incorporation of strategies to improve reading skills and comprehension, and implementation of a parent involvement program. Post intervention data indicated an increase in reading comprehension and skills among three of the four targeted sites. Results also indicated that parent involvement was a determining factor in improving reading achievement. (Contains 25 references and 14 figures of data. Appendixes contain parent handbooks, pre/post tests, and survey instruments.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS

ED 420 838

IMPROVING STUDENT READING ACHIEVEMENT THROUGH PARENT TRAINING AND INVOLVEMENT

Donna Johnson
Carol Kaim
Honor Trotter
Jennifer Zbinden

An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Teaching and Leadership

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 013 237

Saint Xavier University & IRI/Skylight
Field-Based Masters Program
Chicago, Illinois

May 1998

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
D. Johnson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SIGNATURE PAGE

This project was approved by

Lynn H. Buck, Ph.D.
Advisor

Nancy Bynes
Advisor

Beverly Hadley
Dean, School of Education

ABSTRACT

This report describes a program for improving reading skills and comprehension through the use of parental involvement. The targeted population consists of primary students located at four different sites in Northern Illinois. The problem of low reading achievement has been documented through data revealing a large number of students unable to meet grade level requirements.

Analysis of probable cause data revealed students with high mobility rates, changing family structure, and time constraints. Additionally, the data indicated a lack of parent training and involvement.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: incorporation of strategies to improve reading skills and comprehension and implementation of a parent involvement program.

Post intervention data indicated an increase in reading comprehension and skills among three of the four targeted sites. Results also indicated that parent involvement was a determining factor in improving reading achievement.

TABLE OF CONTENTS

ABSTRACT.....i

TABLE OF CONTENTS.....ii

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT.....1

General Statement of the Problem.....1

Immediate Problem Context.....1

The Surrounding Community.....9

Regional and National Context of Problem.....14

CHAPTER 2 - PROBLEM DOCUMENTATION.....16

Problem Evidence.....16

Probable Causes: Site-based.....27

Probable Causes: Literature-based.....28

CHAPTER 3 - THE SOLUTION STRATEGY.....31

Literature Review.....31

Project Objectives and Processes.....38

Project Action Plan.....39

Methods of Assessment.....47

CHAPTER 4 - PROJECT RESULTS.....49

Historical Description of the Intervention....49

Presentation and Analysis of Results.....51

Conclusions and Recommendations.....53

References.....56-57

Appendices.....58-205

Appendix A.....58-78
Site A Parent Handbook

Appendix B.....79-108
Site B Parent Handbook

Appendix C.....109-127
Site C Parent Handbook

Appendix D.....128-157
Site D Parent Handbook

Appendix E.....158
Parent Introductory Letter

Appendix F.....159-174
Pre/Post Test for Site A and C

Appendix G.....175-190
Pre/Post Test for Site B

Appendix H.....191-200
Pre/Post Test for Site D

Appendix I.....201
Pre/Post Student Survey

Appendix J.....202-203
Parent Survey -pre

Appendix K.....204
Parent Survey -post

Appendix L.....205
Teacher Survey

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted kindergarten, first, and second grade classes exhibit deficiencies in reading skills and comprehension. Evidence for the existence of the problem includes low achievement test scores, poor attendance, student observation, and lack of parental involvement.

Immediate Problem Context

Site A is a prekindergarten through fifth grade school. The student population is 434 students: 99.1 percent Black, .7 percent White, and .2 percent Mexican-American. Students from low-income families represent 87.3 percent of the total student population. The attendance rate is 91.5 percent, with a chronic truancy rate of 24.9 percent and a mobility rate of 26.7 percent. All of the twenty three teachers employed at the site are female: 64.8 percent have a Bachelor's degree and 35.2 percent have a Master's degree or above. The average years of teaching experience is 10. The facility is composed of thirty classrooms, a gym, a library, a large lunchroom, and an office. There are two prekindergarten half-day classes, four kindergarten half-day classes, and three first through fifth grade classes, all of which are heterogeneously grouped. The average class size is 25.8.

Kindergarten students receive 60 minutes of language arts instruction, 45 minutes of math, 25 minutes of science, and 20 minutes of social science instruction daily. Students also receive physical education and music instruction once a week. In addition, there is a district wide computer program in which students have access to two computers in each classroom. There are special education services offered in the form of pull-out resource assistance, and a specialized ld/bd self-contained classroom. Reading instruction at the kindergarten level revolves around a theme-based curriculum in which all district and school based objectives in language arts and math are met. As a reading incentive, students are encouraged to participate in Book It! and the 600 Minute Reading Club. School wide testing includes a cognitive and California Test of Basic Skills (CTBS) which takes place the second week of May and is required for all students in regular education classes. Students at the kindergarten level are assessed two times annually using a plus which signifies mastery of the skill or a P which indicates more practice is needed (State School Report Card, 1996).

Site B is a first through eighth grade school. The student population is 216: 70.8 percent Black, 25.5 percent White, and 3.5 percent Mexican-American. Students from low-income families represent 50 percent of the total student population. The attendance rate is 93.2 percent, with a chronic truancy rate of .9 percent and a mobility rate of 9.3 percent. All of the nine teachers employed at the site are female: 66.6 have a Bachelor's degree and 33.3 have a

Master's degree or above. The average years of teaching experience is 10.5. The facility is composed of eight classrooms, a gym, a library, an office, and a support room. There is one heterogeneously grouped class per grade level except for prekindergarten which has a morning and afternoon session. Due to restructuring of school boundaries, class size increased dramatically this 1997-98 school year. There are 35 students enrolled in first grade. Currently, the building services prekindergarten through fifth grade. Title 1 services are available for children with a reading stanine of 3 or below on the Stanford Achievement Test. Speech Therapy and Counseling are available as needed. A self-contained special education class is available for primary children characterized as Mildly Mentally Impaired (MMI) or Severely Learning Disabled (SLD). Students at the first grade level receive 700 minutes of language arts instruction, 275 minutes of math, social science, and science, 150 minutes of physical education and health, 30 minutes of library, and 50 minutes of fine arts instruction weekly. The reading series used in the primary grades is the MacMillan/McGraw-Hill 1997 edition and is supplemented with a variety of award winning literature, reading manipulatives, graphic organizers, and trade books. As an reading incentive, students are encouraged to participate in the Book It! program and Links To Literacy which are promoted throughout the school. In order to meet the needs of all children, a reading tutorial program is offered after school two times a week for one hour. School wide testing takes place in the spring. All students in

regular education classes are administered the Stanford Achievement Test (State School Report Card, 1996).

Site C is a kindergarten through eighth grade school. The student population is 505: .2 percent Black, 98 percent White, and 1.8 percent Mexican-American. Students from low-income families represent 19.2 percent of the total student population. The attendance rate is 96.1 percent with a chronic truancy of .4 percent and a mobility rate of 25 percent. Of the twenty four teachers employed at the site, 83.3 percent are female and 16.7 percent are male: 91.6 having a Bachelor's degree and 8.4 percent having a Master's degree or above. The average years of teaching experience is 10.1. The facility is composed of twenty-two classrooms, two gyms, a multi-purpose room, a library/media center, nine special education classrooms, two kindergarten rooms, a conference room, and two offices. Currently, there are four kindergarten, three first through fourth, and two fifth through eighth grade classes, totaling twenty-four regular classrooms. Students are grouped heterogeneously with the average class size being 20.1. Special education and Chapter 1 services are offered to students who qualify. District programs consist of Early Childhood/Developmental Kindergarten, L.D. Resource, Speech and Language and Self-Contained classrooms for students with a diagnosis of Behavioral Disorders (BD), and Mild/Moderate Mental Impairment (MMI). Students at the primary level receive 60 minutes of language arts instruction, 40 minutes of math instruction, 25 minutes of social science instruction, and 15

minutes of science instruction daily. In addition, all students receive 30 minutes of music and physical education instruction each day. The reading series used throughout the primary is the HBJ (Harcourt, Brace, Jovanovich) 1989 Laureate Edition. Reading instruction at the kindergarten level revolves around a theme-based curriculum in which all district's language arts objectives are met. A media center (Macintosh Lab) and a mobile mini-computer lab are available to integrate technology into classroom instruction. School wide testing, which includes the Illinois Goals Assessment Program (IGAP) and the Standardized Testing Services Program (STS), is conducted on a yearly basis. Students in grades three, six, and eight are required to complete state IGAP testing in reading, writing, and math. Fourth and seventh grade students receive a state assessment in science and social studies. All regular education students are required to complete the STS test annually. Students in grades one through eight are assessed quarterly through a district wide progress report. Kindergarten students are assessed on an individual basis consistent with school policy (State School Report Card, 1996).

Site D is a prekindergarten through eighth grade school. The student population is 535: 24.7 percent Black, 48.2 percent White, and 25 percent Mexican-American. Students from low-income families represent 83.3 percent of the total student population. The attendance rate is 92.1 percent, with a chronic truancy rate of 2.7 percent and a mobility rate of 22.6 percent. Of the twenty three teachers employed at this

site, 78.3 percent are female, and 21.7 percent are male. The average years of teaching experience is 6 with 92.1 percent having a Bachelor's degree and 7.9 percent having a Master's degree or above. The facility is composed of twenty classrooms, two special education rooms, a gym, a library, a lunchroom, a parent conference center, and an office. There are two heterogeneously grouped classes per grade level with the average class size being 27. Special education services are offered and are as follows: L.D. resource, Speech and Language, self-contained classes for students with a diagnosis of BD or MMI. Most students at Site D who receive special education services qualify for pull out resource help. Speech and hearing specialists on staff offer service on a weekly basis. Students at the second grade level receive 800 minutes of language arts instruction, 240 minutes of math, 100 minutes of social sciences, 75 minutes of science, 60 minutes of physical education, 40 minutes of health and safety, 60 minutes of library sciences, and 60 minutes of fine arts instruction weekly. Reading instruction in the primary grades is a combination of phonics instruction and whole language. The reading series used throughout the primary department is Houghton Mifflin 1996/97 edition. Students are given instruction on various phonetic rules and decoding strategies as well as literature-based instruction through the Junior Great Books program. Students are academically challenged using a variety of educational materials and strategies including thematic units of study, teacher-made tests, standardized tests, instructional charts,

big books, trade books, literature circles, flash cards, audio tapes, cooperative activities, peer tutoring, direct instruction, graphic organizers, and self/peer assessment. An after-school reading tutoring class is offered Monday through Thursday for one hour to assist students with reading difficulties in grades 1,2, and 3. Students are also encouraged to participate in school wide Links To Literacy and Book It!, programs aimed at increasing interest in reading. All state goals and objectives are met in accordance with the curriculum framework. School wide testing which includes all regular education students from grades one through eight takes place in the spring. All regular education students in grades one through eight are required to complete the Iowa Test of Basic Skills (ITBS). Students in grades three, six, and eight are also required to complete the IGAP which is likewise administered in the spring. Students receiving special education services complete the test outside of the regular classroom setting with assistance from the resource teachers. Students in grades kindergarten through eighth grade are assessed quarterly using a standardized school report card (State School Report Card, 1996).

A parent involvement program exists at all of the sites with the longevity of the programs ranging from one to five years. Site A has a district wide parent involvement program entitled Smart Talk, which has been in existence for four years. It is for parents with children from one to five years old and is designed to help parents learn how to

effectively communicate with their children. Most of the parents initially show interest in the program however, only 5 percent attend the meetings. Although, parent involvement in the school is encouraged only 1 percent of the parent population are dedicated volunteers. Much like Site A, Site B and Site C likewise report the existence of a parent program aimed at providing opportunities for parents to communicate with their children and each other as well as assisting classroom teachers and students in academic and non-academic areas. Again parent involvement is encouraged however, both sites report that only .5 percent of the parent population participate in the programs. There is a PTA in effect at Site B which meets monthly to organize and oversee some student activities. A Parent Advisory Program was organized in the 1997-98 school year so concerned parents could discuss the educational needs of their children and have some input in the decision making process. Guest speakers are invited to inform parents of current issues in education. Parent training is provided through this organization however, only a small percentage of parents attend the monthly meetings. A community volunteer program is in effect at Site C. Volunteers are trained in the following areas: xeroxing, construction of materials, tutoring, and enrichment. Parent coordinators receive requests and schedule the volunteers. Site D reports that an innovative parent involvement program has been implemented in the 1997-98 school year. The program revolves around a parent center and is designed to improve home/school communication through monthly parent workshops,

training, fund raisers, volunteer opportunities and school based discussions. Although all of the sites report a wide variety of parent involvement programs available at each school, the lack of participation and interest is the same throughout.

The Surrounding Community

Site A is located in a Southwest suburb of Chicago. The current estimate of the population is 3,681. Of that population, 28% is of school age and 18.72% is above the age of 65. The median age is 32.3 years. The greatest majority of the residents of this community, 45.56%, are between the ages of 24-64 years of age. The ethnic breakdown of the community is 33.74% White, 60.20% Black, and 6% Hispanic. There are 1,414 households in the area. The largest percentage, 60.3%, are lived in by families. Of the families there are 178 that are married couples living with their own children and 366 with children other than their own. The median family income is $28,686 and the rate of employment is 88.3% (Goldberg & Carroll, 1993).

There are 4 prekindergarten through fifth grade schools in the district and 1 sixth through eighth grade middle school. There is one high school in the area in which all of the middle school children attend upon graduation. Of the adult population, 39% have elementary experience, 34.1% are high school graduates, and 9.4% have either an Associate or Bachelor's degree. In the district, 89% of the students enrolled are from low-income families. The operating expenditure per pupil for the 1995-96 school year was $5,594.

The pupil-teacher ratio is 19.9:1 (State School Report Card, 1996).

Site B is located twenty miles south of the Indiana state line. The current estimate of the population is 1,570; 787 males and 783 females. Twenty six percent of the population is under the age of eighteen and 11.8% is over the age of 65. The median age is 32 years. The ethnic breakdown is 1,151 white, 382 black, and 37 other. There are 301 homes in the community. Of the 301 homes, 54 are valued at less than $50,000 while 227 are valued at $50,000 to $99,999. The median family income is $37,727. Of the population, 24.7% have elementary experience, 35.9% are high school graduates, and 22.8% have attended college. The rate of employment is 94.9% (State School Report Card, 1996; U.S. Department of Commerce-Bureau of the Census, 1990).

The district has three elementary schools (K-5) and one junior high school (6-8). It covers four separate communities. In this district, 216 students are enrolled with 50% from low-income families. Of the fifty teachers in this district, 56% White, 44% Black, 3% are Mexican-American. Female teachers comprise 92% and male teachers account for 8% of the teaching staff. The average years of service in this district is 13.8 with an average salary of $32,038. The pupil-teacher ratio is 24.4:1. Teachers with a Master's degree and beyond comprise 22% of the faculty. The administrator's have an average salary of $50,964, and the pupil-administrator ratio is 172.2:1 (State School Report Card, 1996).

Site C is located in a rural community in Central Illinois. The current estimate of the population is 13,440; 6,603 males and 6,837 females. Persons between the ages of 18 and 44 years old make up the largest percentage of residents in this community. Of the total population, 98% is White, .06% Black, .8% Asian Pacific Islander, and 3.2% Hispanic (Grundy Economic Development Council, 1996). As of 1990, the median value of a home within the county was $71,900. The average county household income was $35,728. Five and four tenths percent of household incomes fell below poverty level. Seventy nine percent of the county population, 25 years and older, graduated from high school with 12.5% earning college degrees (Grundy Economic Development Council, 1994).

Site C is one of the 6 elementary schools located in the community. Additional educational facilities include: 1 junior high, 1 high school, 1 trade and techrology school, and 1 community college within 15 miles of the area (Grundy Economic Development Council, 1996). The average years of teaching service in the district is 10.1 with an average salary of $30,523. The pupil-teacher ratio is 19.0:1. The administrators' have an average salary of $61,141, and the pupil-administrator ratio is 252.5:1. The average operating expenditure per pupil for the 1995-96 school year was $4,327 (State School Report Card, 1996).

Site D is a public school located in the Southeast side of Chicago. The current estimate of the population in 1990 was 10,136 which represents a change of 12.4% from the 1980 population of 11,572. Although the community population

is reported to have decreased since 1980, the percentage of Latino residents has increased, which is somewhat higher than the citywide levels. White, Non-Hispanics comprise 86.02% of the residents in this community. Of the remaining population, .65% are Black, and 13.38% Other. There are 4,987 males and 5,149 females in the community. The age distribution of the population indicates that 17.2% are under age 15 and 17.7% are over the age of 64. The average family income is $25,681 and the rate of employment is 95.8%.

There are 2 kindergarten through eighth grade parochial elementary schools in the community, as well as 1 additional public kindergarten through eighth grade school. The average years of teaching service in the school district is 14.5 with an average salary of $43,867. The pupil-teacher ratio is 20.6:1. Teachers with a Master's degree and beyond comprise 41% of the faculty. The administrator's have an average salary of $69,577 and the pupil-administrator ratio is 357.2:1 (State School Report Card, 1996). Recent data relating to median sixth grade reading scores and average school attendance rates are favorable however, the area high school drop out rate for 1989 was the fourth highest among 77 community areas. Reports indicate that 33.1% of the population 25 years or older were not high school graduates.

Poverty, income and employment rates reported were relatively favorable according to the 1990 census. The rate of employment is 95.8%, the median family income is $25,681, and the percentage of families living at or below poverty

level is 7.7% (State School Report Card, 1996; City of Chicago Department of Human Services, 1990).

The community and school issues appear to focus on the following areas: (Site A) lack of parent education on how to work with their child and lack of employment opportunities, (Site B) economic growth and development, (Site C) accelerated student population rate and loss of revenue caused by the local government development of the Tax Increment Financing district (TIF), (Site D) community concerns and feelings about administration, lack of parent education, and lack of auxiliary teachers - art, music and a school librarian. Site A reports that because of the lack of parent education, parents do not easily become a part of the school. Poor attendance is noted at P.T.O. meetings and volunteers within the school are few. Job opportunities in the community are scarce due to the abandonment of a large Mall several years ago. In addition, there are no manufacturing or blue collar jobs in the area. Site B reports that community growth and development is on the rise and that new homes averaging $130,000 are currently under construction. In 1993, Site C passed a referendum to build an additional building consisting of ten classrooms, four support rooms, an office, and a multi-purpose room. The building was completed in 1995. Student population has continued to increase at an excelerated rate adding an additional seventy-seven students in the past three years. In 1985, the local government created an economic development project area in accordance with House Bill 1374 as an

incentive to businesses, industrial and manufacturing facilities to locate in the community. This area TIF District encompassed a large percentage of Site C's underdeveloped land. Initially tax revenue losses were insignificant, totaling $3,035.84 in 1986. In 1996 however, revenue losses for that year totaled $266,784.46. The previous community issues have and will continue to have a detrimental financial impact on the district. Issues common to all of the sites as seen by community residents and local school personnel, include lack of parent education on school involvement, time constraints, and family structure.

Regional and National Context of Problem

Reading achievement is a high priority for success in education. Loveday and Simmons (1988) wrote, "Gone are the days when learning to read was an activity firmly based in schools and controlled by teachers. Educators realize that parental involvement plays a crucial part in the ease with which children learn to read."(p.84) Leonhardt (1993) reported that in 1990, the National Assessment of Educational Progress (known as the Nation's Report Card) indicated that few students in grades 4, 8, and 12 had actually mastered reading. According to the comprehensive reports developed by Henderson and Berla (1994), more than 60 studies support the following observations:

> Programs designed with strong parent involvement produce students who perform better than otherwise identical programs that do not involve parents. Children whose parents help them at home and stay in touch with the

> school score higher than children of similar aptitude and family background whose parents are not involved. School performance where children are failing improves dramatically when parents are called in to help. (p.17)

Locally, more students at sites A-D do not meet state goals in reading as measured by the Illinois Goal Assessment Program (State School Report Card, 1996). Being a proficient reader can encourage lifelong learning. Most people hope students will obtain this proficiency. Therefore, providing an opportunity for parents to become actively involved in their childs' reading instruction is imperative.

Loveday and Simmons (1988) states, "the reading strategies that parents do with their children doesn't seem to matter, as long as they receive initial counseling and ongoing support." (p.88) Leach and Siddall supported this theory when they wrote: "for parents to contribute, optimally, they should learn some technique for reading with their children" (as cited in Fitton & Gredler, 1996, p.328).

Through parent involvement and the use of learned reading strategies, the students, parents, and schools will benefit. The childrens' reading abilities will improve, as well as their self-esteem. Parents will develop a sense of pride in knowing they have become a partner in their childs' education and school report cards will indicate growth in reading achievement.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In 1983 it was estimated that 23 million American adults were functionally illiterate in everyday reading, writing, and comprehension skills (National Commission on Excellence in Education, 1983). Are we still a "Nation at Risk"? U.S. Secretary of Education, Richard W. Riley believes this to be true as he indicated when he stated, "American students' reading skills are not improving quickly enough" (Thomas, 1996, p.1). The Reading Report Card for the Nation and the States (1994) found that 12th graders' reading proficiency declined significantly (as cited in Thomas, 1996).

In order to document the deficiencies in reading skills and comprehension, standardized test scores, student observations, school report cards, statistics of parents who attended parent meetings, conferences, PTA, and parent volunteer programs were analyzed for the 1996-1997 school year. This analysis revealed a correlation between the children whose parents did not attend various parent programs and the students that scored below grade level expectations.

End of year testing results for the targeted kindergarten sites indicated 62% of site A students and 32%

of site C students were performing below grade level expectations in reading. Standardized test results for the targeted first and second grade sites (1996-1997) indicated 47% Site B, and 35% Site D were also performing below grade level expectations in reading. The results of the end of year testing are shown in Figures 1-4.

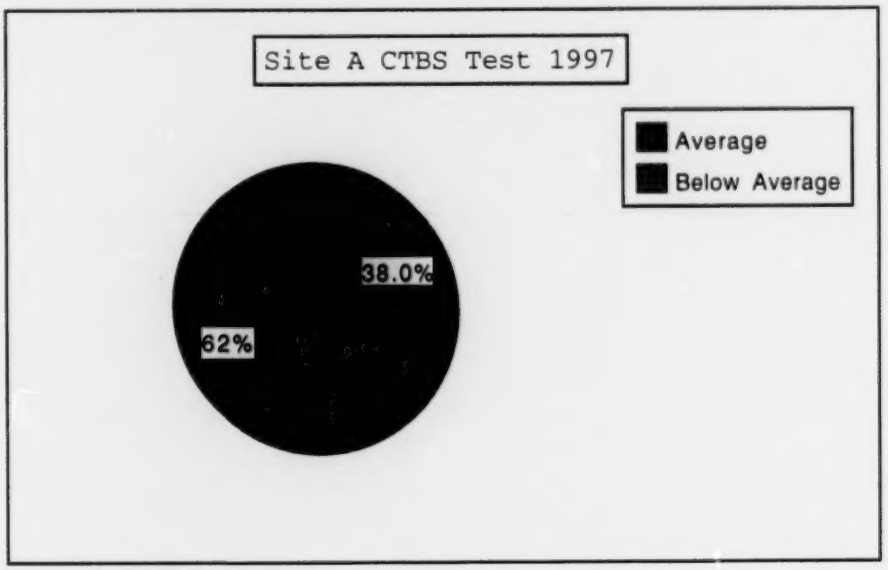


Figure 1. Proportion of students who scored below the norm or average on end of year standardized tests.

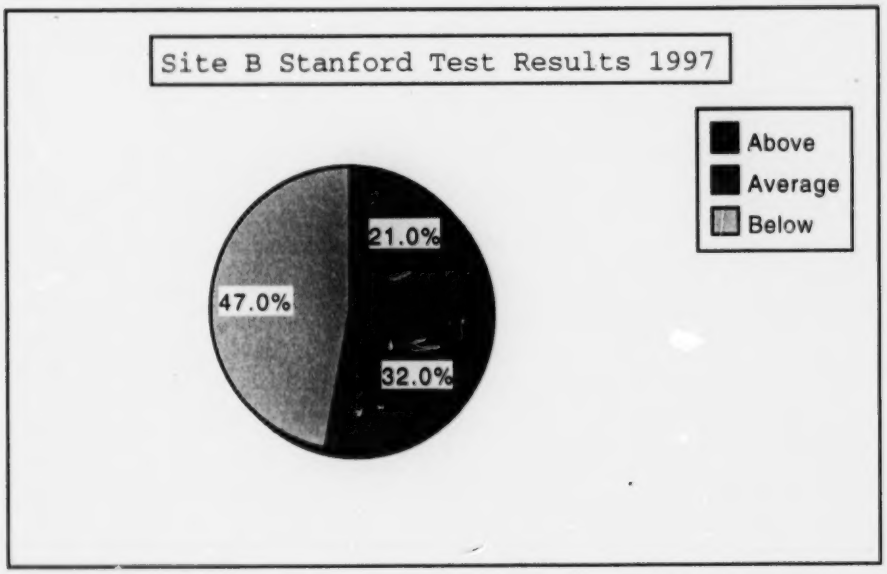


Figure 2. Proportion of students who scored above, average, or below on end of year standardized tests.

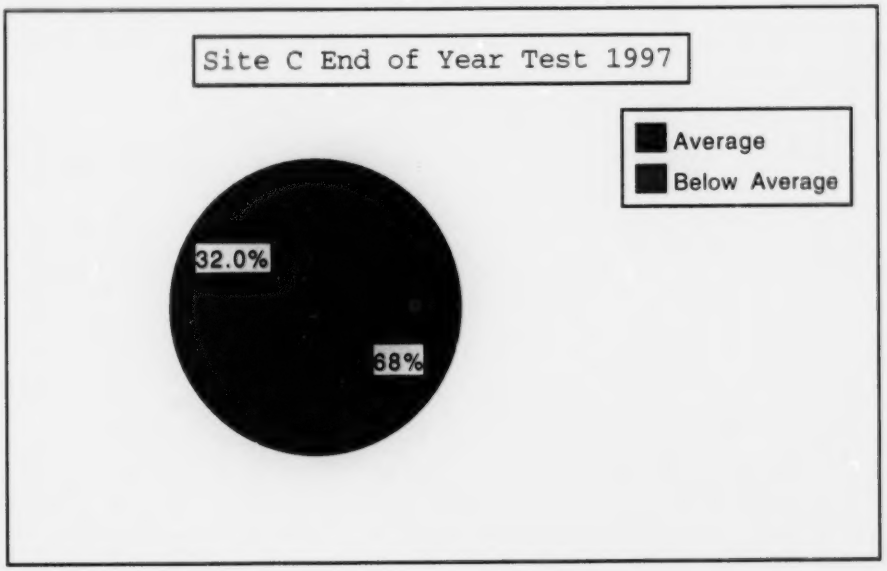


Figure 3. Proportion of students who scored average or below the norm on end of year tests.

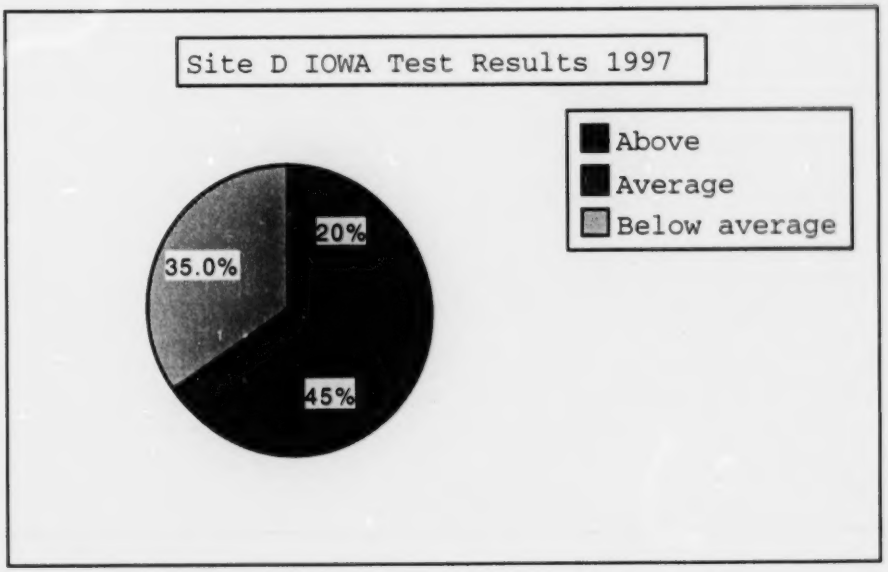


Figure 4. Proportion of students who scored above, average, or below on end of year standardized tests.

Parent volunteer program records indicated that a substantially low percent of parents were actively involved in the daily operation of the school. Records indicating the number of parents volunteering in the classroom or on school related projects at home, and P.T.A. participation were analyzed. Percentages of participation at the sites are as follows: Site A-1.1%, Site B-3%, Site C-7%, and Site D-2.3%.

Further analysis of the lack of parental involvement suggested that single parents or parents of blended families faced time constraints that inhibited their ability to be actively involved in their child's education. Student registration forms, parent-teacher conferences, and test scores revealed that children raised in this environment often performed below grade level in reading. Evidence

revealing this data is shown in Figures 5-8. Site A shows that 95% of the children that tested below grade level were from single or blended families, Site B- 33%, Site C- 66%, and Site D- 71%.

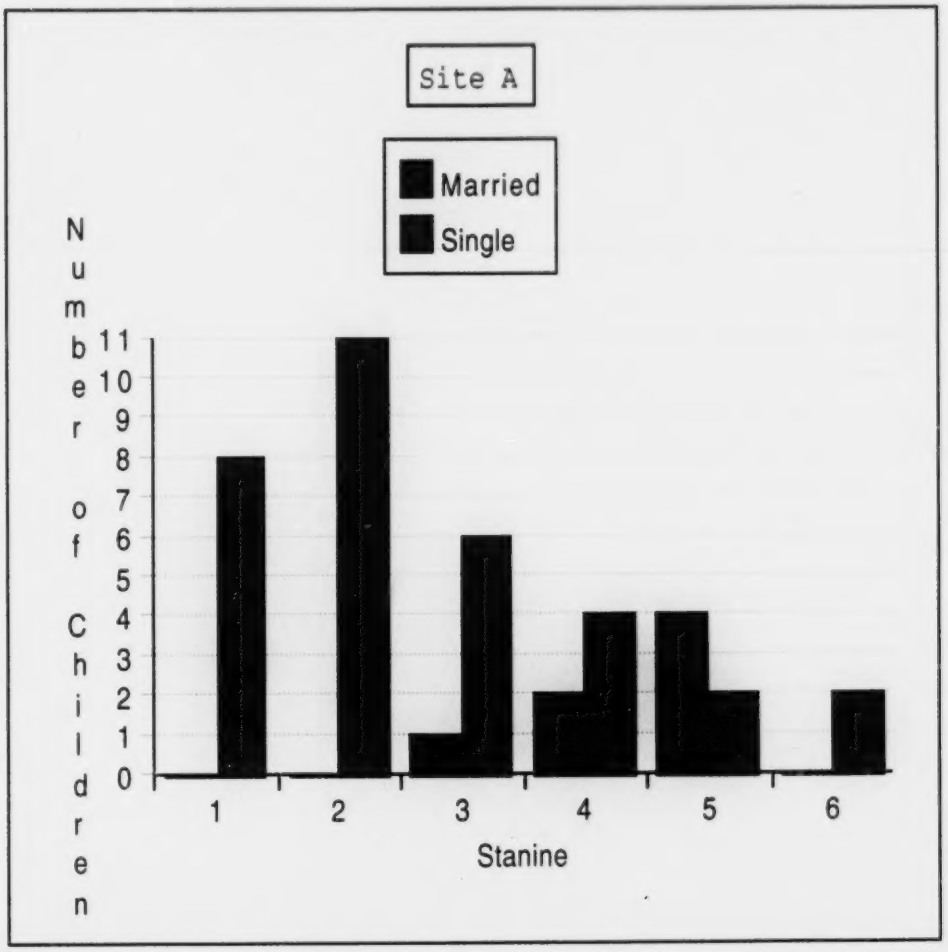


Figure 5. Compares test scores of students from married and single/blended families.

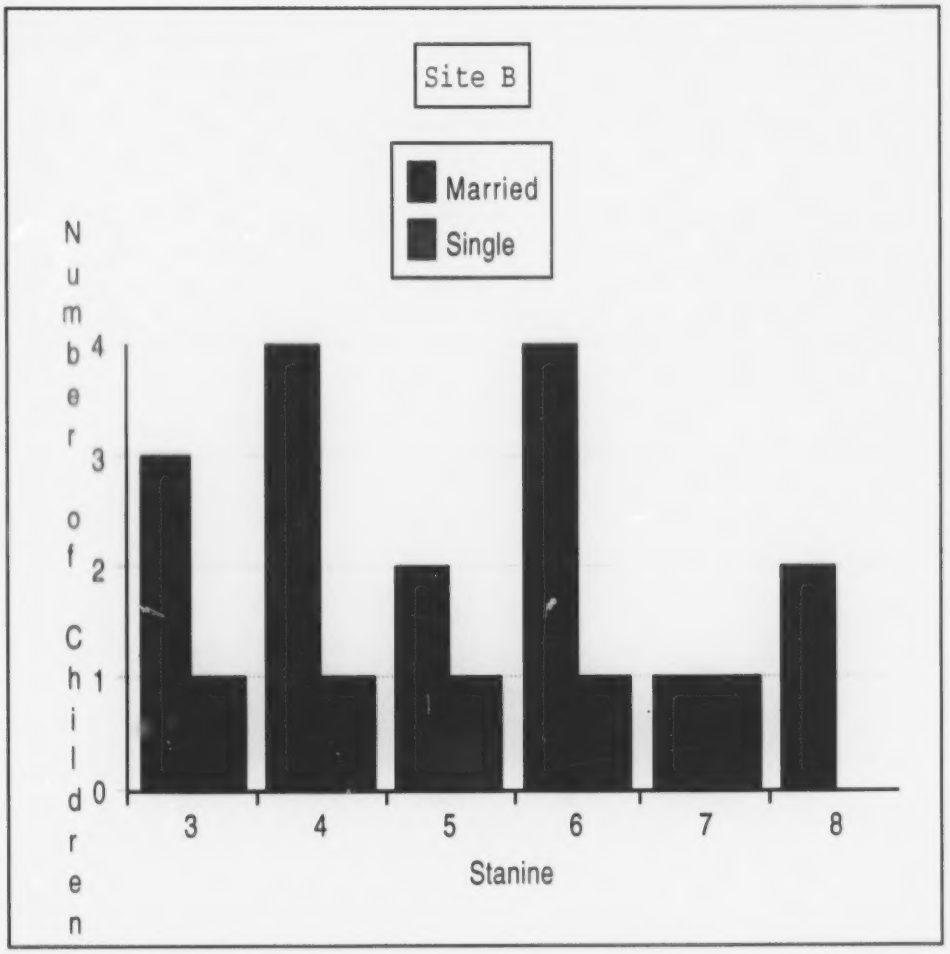


Figure 6. Compares test scores of students from married families and single/blended families.

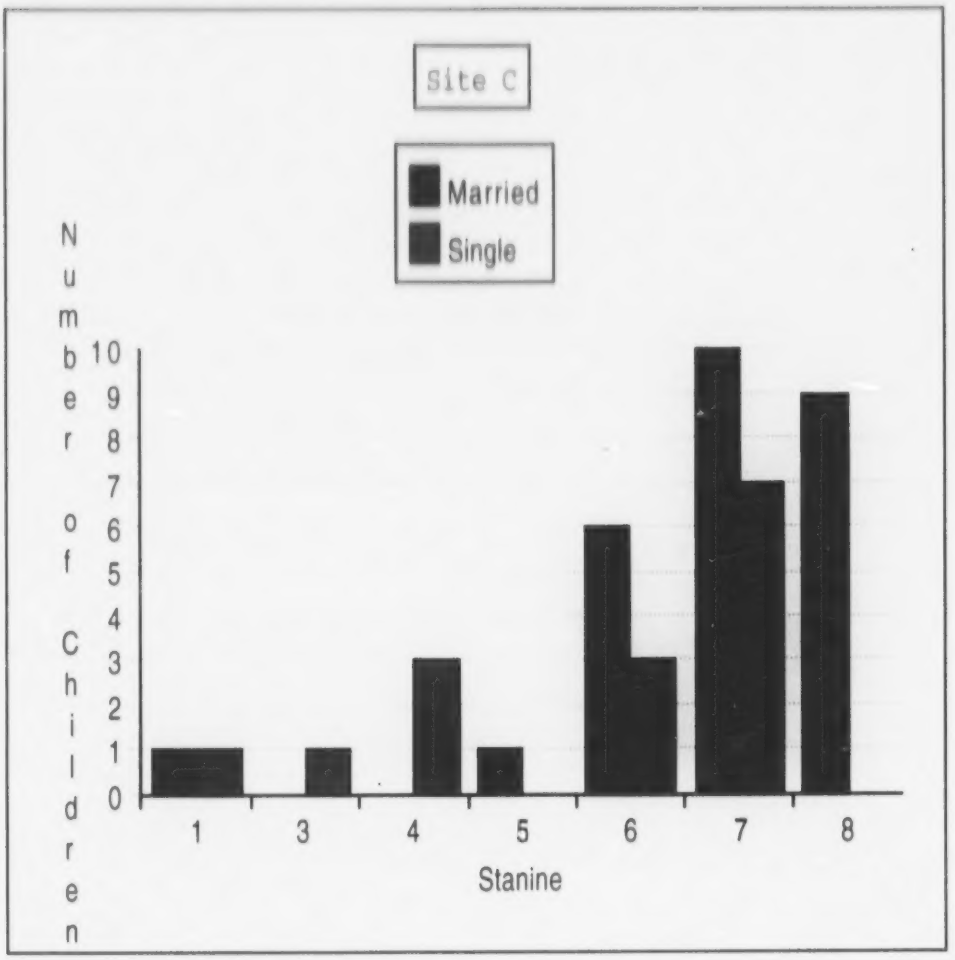


Figure 7. Compares test scores of students from married families and single/blended families.

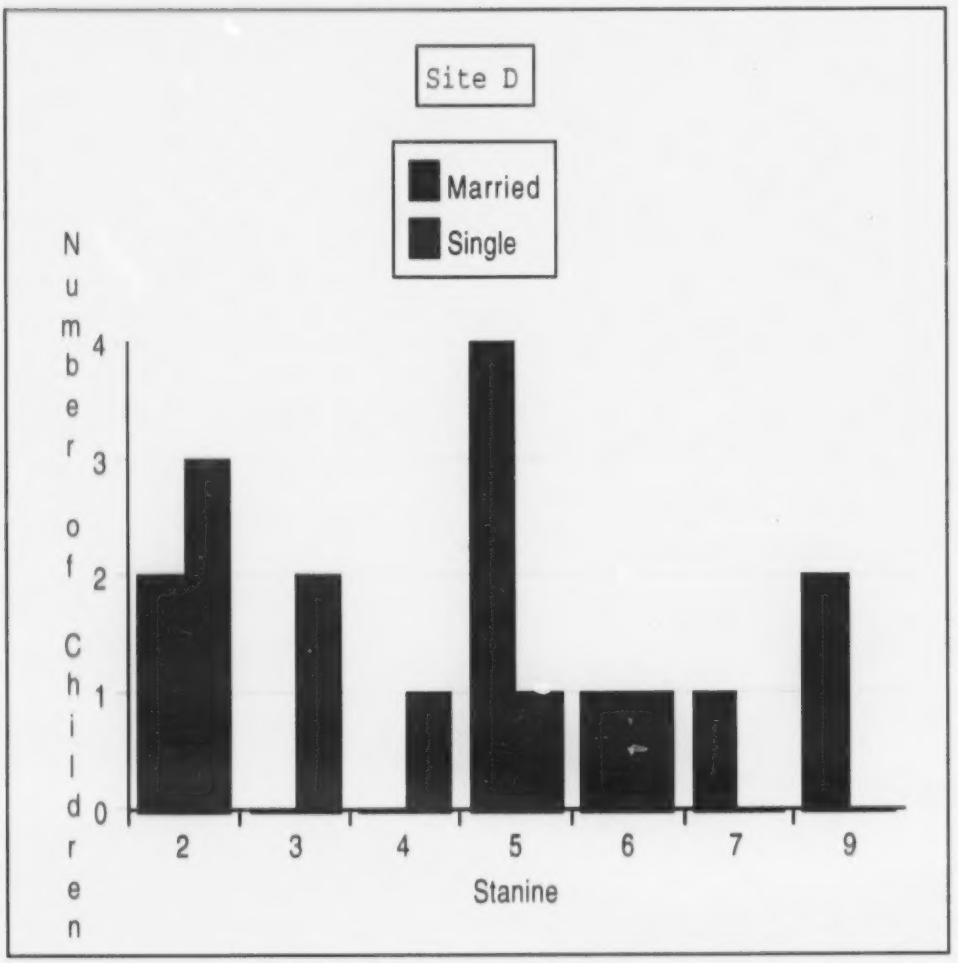


Figure 8. Compares test scores from students of married families and single/blended families.

From the onset of the 1997-1998 school year, noticeable similarities in reading were observed at each site. Anecdotal records indicating strengths and weaknesses were maintained to document individual student reading performance. A reading pretest was administered at all four sites. An analysis of these tests revealed that a high percentage of students were

already performing below grade level. (Site A 62%, Site B 84%, Site C 23%, and Site D 77%).

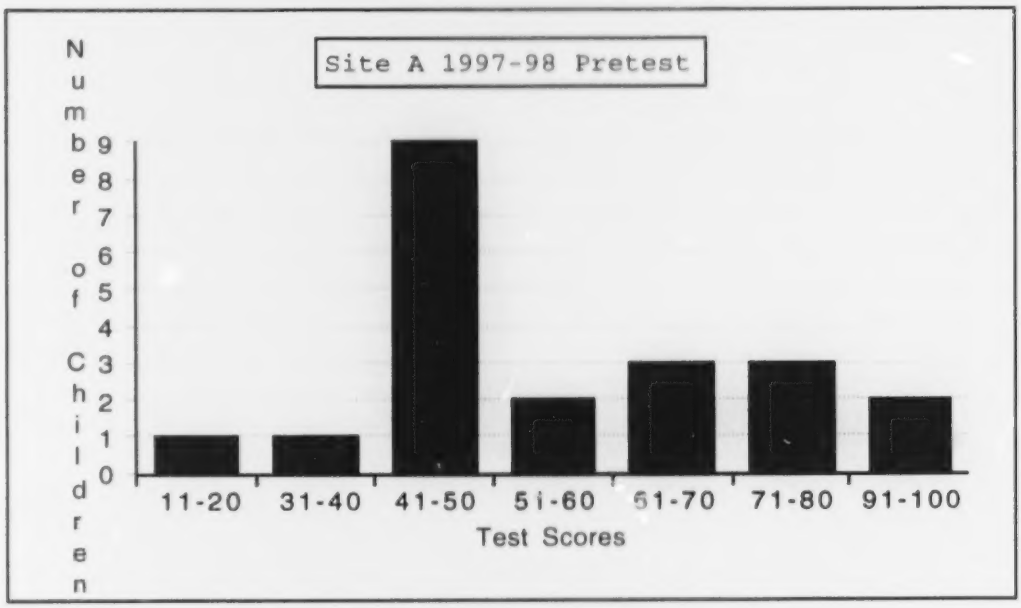


Figure 9. Student test scores from the beginning of the school year; scores from a possible one hundred points.

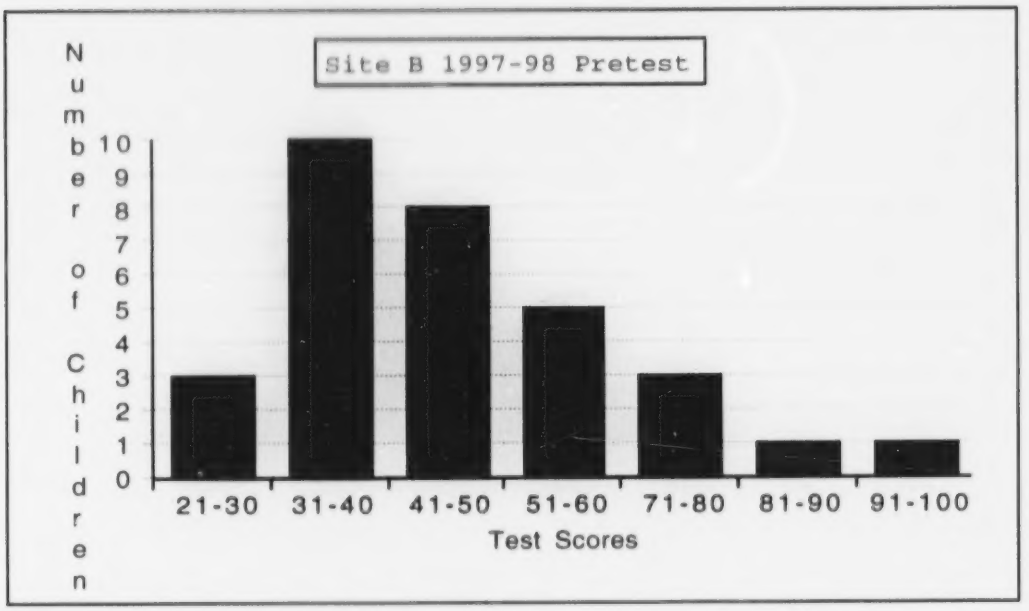


Figure 10. Student test scores from the beginning of the school year; scores from a possible one hundred points.

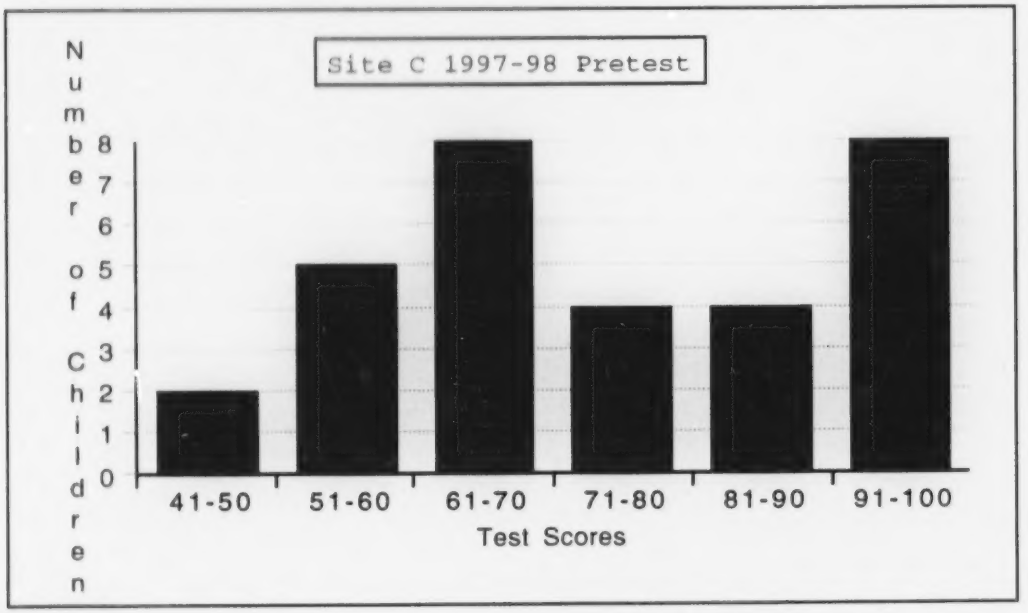


Figure 11. Student test scores from the beginning of the school year; scores from a possible one hundred points.

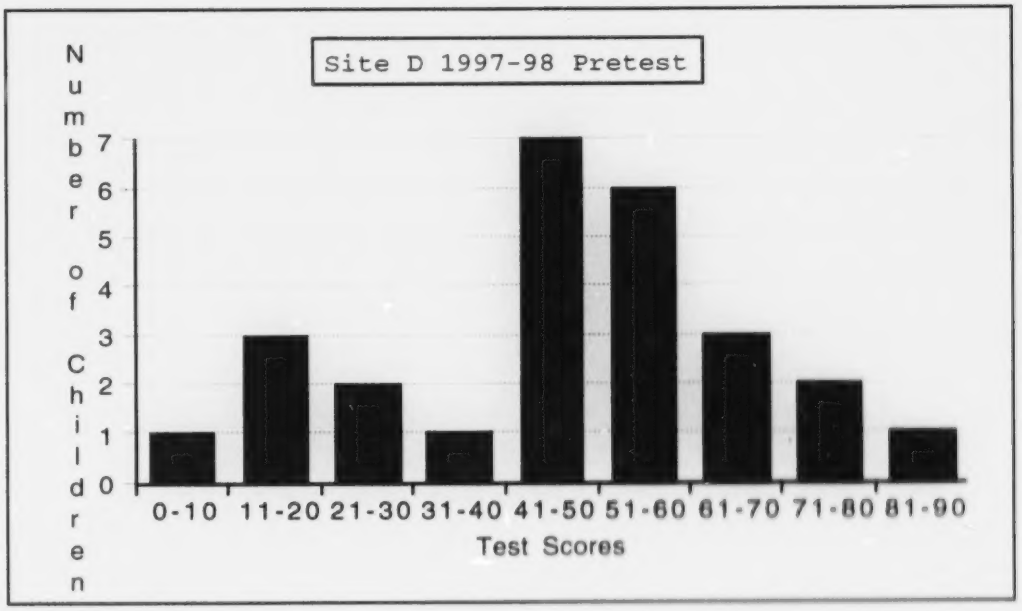


Figure 12. Student test scores from the beginning of the school year; scores from a possible one hundred points.

Kindergarten teachers observed many of their students lacked prereading and writing skills. A noticeably large percentage of students had the inability to write their name, decipher the difference between letters and numbers, and to follow oral directions. First and second grade students lacked basic sight word vocabulary, phonemic awareness, and word attack skills. These children also had difficulty comprehending student-read texts. When asked to read independently, it was observed that many students who lacked necessary reading skills exhibited high frustration levels, which led to inappropriate classroom behavior. A summary of the evidence for the existence of the problem is stated in Chapter 1.

Probable Causes (site-based)

An analysis of each site in relation to the problem evidence suggests several probable causes. These causes are inadequate parent training and involvement, changing family structures, family time constraints, and student mobility.

Teachers have observed that parent participation in parent organizations, parent volunteer programs, and attendance at parent-teacher conferences has been steadily declining. Research indicates that parent involvement and reading achievement in the early years is synonymous.

In our opinion, changing family structures is another probable cause. Registration forms indicate a great number of children at each site are from single parent and blended family homes. Single parents and parents of blended families face additional time constraints, sometimes finding it impossible to be active participants in their children's education.

As presented in the 1996 school report cards from sites A,C, and D, one quarter of the student population is mobile, moving in and/or leaving site districts. Movement between schools involves a change of reading curriculum leading to possible confusion and a lack of reading achievement.

Parent training is available at sites A, B, and D, where parent attendance is poor. Lack of parent involvement and appropriate training are additional probable causes for noted reading deficits. Evidence by Entwistle, McLoya, and Snow indicates that "children are more successful in school when

their parents are actively involved in their learning and show an interest in their progress" (as cited in Wright, Hausken, and West, 1994, p.1).

Probable Causes (literature-based)

There will always be researchers interested in reading development and deficiencies because issues involved with the problem are vast and varied. Literature suggests the following issues as probable causes.

The California Education Policy Seminar and The California University Institute for Education Reform (1996) indicated, in their document entitled Building a Powerful Reading Program, that reading achievement may be affected by the lack of staff development and training. They stated:

> Teaching reading is a complex activity. Teachers must be equipped with the necessary practical skills and underlying linguistic understandings in order to have a repertoire of techniques that will enable all children to learn to read. So much had been learned about reading and literacy recently that both preservice educators and those already teaching will need up-to-date information on best practices. (p.1)

Early primary grade educators have been accused of not systematically teaching phonetic awareness and therefore placing their students at risk of failing in reading. Research shows "that I.Q., mental age, perceptual styles, handedness, race, and parents education are all weak predictors of reading success. The factors that contribute directly to reading ability are: letter knowledge, linguistic

awareness of words (syllables, and phonemes), and knowledge about print" (California Education Policy Seminar & California State University Institute for Education Reform, 1996, p.2).

A student's socioeconomic level, family mobility, and family stability are additional factors that affect reading achievement. "There aren't many reports which do not show that children who come from low socioeconomic environments as a group do less well in reading than do children from higher socioeconomic levels" (Karlin, 1972, p.38). Family mobility and family stability, as well as income level, were cited as factors in reading achievement. Palla's (as cited Wright et al., 1994) research indicated that:

> Children with certain family, community, and school experiences are most at risk for failing in school. The five risk factors are: below poverty level, black or Hispanic, fewer than two parents living in the home, mother with less than a high school education, and mothers whose main language is not English. (p.2)

Finally, parental involvement in a child's reading program can make a great difference in the development of the child's reading ability. "Parents should be enlisted to support the development of their child's reading skills by: reading to their child, listening to their child read, and by discussing what has been read", as suggested in Building a Powerful Reading Program (California Education Policy Seminar & California State University Institute for Education Reform, 1996, p.4). Parent involvement in the classroom, serving on

advisory councils, and participating in parenting and adult education programs are important parent involvement activities but many of todays' parents are finding it difficult to find the time to engage themselves. Workman and Gage (1997) believe:

> that the most important and effective form of involvement that parents can engage in is involvement with their own children, in their own homes-involvement that says, I am your first and most important teacher. Nothing is more meaningful to me than the time I spend with you. We are less concerned about parents volunteering in classrooms than about their informed and caring involvement with their children. (p.11)

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Many programs have been developed to teach young children how to read. However, no one method has proven to be more effective than any other. A review of the literature suggests that parental involvement is essential to the development of emergent reading. Loveday and Simmons' (1988) research indicates that it does not seem to matter what parents do with their children as long as they receive initial counseling and ongoing support from school.

We have found through research that there are many reading strategies parents can implement at home to improve their child's reading ability. One strategy found to be effective is reading aloud. Reading aloud affects childrens' competencies in important ways. When children are read to, a full range of language processes are affected. According to Smith (1992), by reading aloud children are able to see similarities and differences between oral and written language. It also helps to develop their speaking and listening skills.

Reading aloud involves choosing a variety of enjoyable books, previewing and predicting story text and illustrations, asking relevant questions, multiple readings,

and retelling of the story. "It is even better the second time-in literature. The children understand this well when they ask for the same story over and over again" (Lewis, as cited in Smith, 1992, p.137). One of the greatest benefits of reading aloud to emergent readers, is the interest in reading that is sparked through intimate contact with a loved one. "Every time we read to a child, we're sending a pleasure message to the child's brain. You could even call it a commercial, conditioning the child to associate books and print with pleasure" (Trelease, 1995, p.9).

A reading strategy that is commonly used in schools and can be used at home is "Buddy Reading". This strategy involves older children reading to younger children. After being trained in reading aloud, discussing an appropriate book, and rehearsing the book, the reader introduces the book and begins reading aloud. "Listener reaction has been positive. The appearance of an excited fifth-grader with a book in hand says more to that first grade beginning reader than the teacher could say in an entire week" (Scarantino, as cited in Trelease, 1995, p.118). An older sibling reading to a younger child at home could make just as strong impression!

Another strategy for improving reading ability is sustained silent reading (SSR). This method is likewise used in schools and can be easily implemented at home. This strategy involves a designated time set aside for reading, choice of reading materials, and total participation. When children engage in SSR, they have an opportunity to immerse themselves in literature. "When people enjoy what they are

doing and find it interesting and challenging, they slip into a state of flow, a feeling so intense the world hardly seems to exist" (Trelease, 1995, p.198).

Involving the use of games in reading instruction is yet another strategy that improves reading ability. "Developmental activities rather than the use of workbooks can provide kindergartners and emergent readers with the opportunity to develop readiness skills" (Scott, 1988, p.60). This strategy involves making games such as file-folder games, hands on materials (ex. tactile alphabet cards), or games that enable children to learn phonemic awareness and sound/symbol relationships. According to Scott, children learn through a a variety of activities and materials. Playful interaction with objects enable children to acquire expressive language and readiness skills.

Shared reading brings a new dimension to the reading experience for children. It can be a rewarding experience for both parent and child. Its primary aim is to give developing readers an opportunity to experience and respond to the ideas and concepts expressed in print as they gain the skills needed to become independent readers. Depending on the ability and confidence of the child, you might read the selection aloud, have an echoic reading of the selection, or have the child read selected parts of the book. Shared reading also improves the child's ability to predict. "The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print

while still focusing on meaning and enjoyment" (Fountas & Pir ell, 1996, p.29).

Another strategy parents can use to improve their child's reading ability is guided reading. Guided reading enables the child to use and develop reading strategies while engaged in the reading process. It provides the opportunity for parents to note strategies the reader is and is not using. "The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully" (Fountas & Pinnell, 1996, p.2). The primary focus of guided reading is on constructing meaning while using problem-solving strategies to figure out unknown words, deal with sentence structure, and understand concepts or ideas children have not encountered before. "The more children use problem-solving while reading for meaning, the greater and more flexible their problem-solving repertoires become" (Fountas & Pinnell, 1996, p.6).

Pause, prompt, and praise is yet another strategy that has had positive results in increasing reading achievement. Pause, prompt, and praise involves instructing an able reader to use delayed correction, prompts or clues when an error needs to be corrected, and generous amount of praise, as they tutor weak readers in the home or at school. Tutors are taught to pause five seconds, or until the end of a sentence delaying attention to the readers' error, and allowing time for self-correction. When a readers error needs to be corrected, prompts are given to the reader to help them predict accurately the words in the paragraph or sentence. If

prompting fails, tutors are encouraged to model the use of clues to predict words and meanings. Praise is taught because tutors generally don't give enough of it (Berliner & Casanova, 1996).

"Some parents avoid involvement in teaching their children to read because they fear they will not be able to follow a prescribed reading formula" (Fitton & Gredler, 1996, p.327). Thurston and Dasta (1990) taught low-income African-American parents to use the pause, prompt, and praise method. Scores on an oral reading test increased significantly over the control group, indicating that these parents were able to learn specific and effective methods of reading with their children. Parents, as well as cross-age tutors, have successfully implemented this strategy (as cited in Fitton & Gredler, 1996).

Paired Reading is a structured method used to increase reading practice and support adults in the process. Hewison and Tizars' study (1980) suggests that the most significant factor in stimulating children's reading progress is the practice provided when parents listen to their youngsters read on a regular basis. It seems that reading practice is a key element in stimulating reading progress, but some children and adults need support in the process of providing themselves with sufficient practice (as cited in Brailsford, 1991). The paired reading approach consists of five components: structured steps for reading practice, time tabling, student control of reading practice, positive feedback-warm support, and talk.

The structured steps for reading practice define duet reading, solo reading, and the flow of duet and solo reading. The student and tutor agree on a daily time and the five days that the reading will take place per week reading the timetable. The reading practice is controlled by the student. The student selects the reading materials, decides when to "go solo", and initiates comments about the reading. The major responsibility of the tutor is to provide positive feedback and warm support, consciously monitoring his/her voice tones. The student and the tutor are encouraged to talk about the reading materials that they shared; commenting, questioning, reviewing or clarifying the work.

Improvements in students' reading comprehension and word recognition performances have been reported in numerous studies that tracked the outcomes of paired reading projects. Pumfrey (1986) delineated six elements of paired reading which make it a highly effective tool for teaching children by addressing motivation, cognitive, and affective factors. Involvement of a significant other in a child's life creates a "safe" environment and raises motivation. Students having the responsibility of choosing suitable books sparks their interest in reading. The modeling by a competent reader and the continuous feedback offers strong cognitive support for paired reading. The increased time spent on task reading offers additional rehearsal. Finally, regular positive reinforcement and verbal praise allows children affective involvement in their reading (as cited in Fitton & Gredler, 1996).

In addition to the above mentioned strategies, direct instruction has been proven to be an effective way to improve reading achievement. Leach and Siddall (1990) describe direct instruction as "a comprehensive, task-analyzed, phonic-based instructional programme which incorporates fully-scripted lessons and finely graded reading tasks" (as cited in Fitton & Gredler, 1996, p.350). The focus of a direct instruction lesson is on letter-sound recognition, blending and rhyming words, and guided practice using workbooks.

Over the past three decades, substantial research has been collected indicating that direct instruction increases student's reading competencies. A comprehensive study, Project Follow Through, conducted in the 1970's, examined a variety of educational programs and strategies to improve reading achievement in at-risk students in grades K-3.

This was the largest educational study ever done, consisting of $600 million, and sampling 79,000 children in 180 communities. The results of the study indicated that the program that achieved the best results in general was the Direct Instruction Model as concluded by Dr. Jones,(1995), Weisberg and Weisberg (1988), Gersten and Carnine (1986), Stebbins (1977), and Becker and Engelmann (1978), (as cited in Wrobel).

Finally, an additional reading program proven to be affective in improving reading achievement was developed by Robert Slavin. Slavin, known for his work on cooperative learning, developed the Success for All reading program in cooperation with Johns Hopkins University for the Baltimore

city school system in 1987 (Freeman, 1996). The program suggests a 90 minute reading period with students grouped across age lines so that reading groups are reading at the same level. Kindergarten and first grade students use phonetically regular storybooks (published by the "Success for All" program) and are given direct instruction in phonetic awareness, auditory discrimination, and sound blending, as well as meaning, context, and self-monitoring strategies. At-risk students in grades 1,2,and 3, receive one-on-one tutoring from certified teachers during afternoon pull-out sessions. In grades 2 through 5, students do a great deal of partner reading, using reading materials provided by the individual school districts. Students at all levels are assigned 20 minutes of reading each night as homework. Family involvement is encouraged. A family support team works with care givers to develop plans for students having problems, in or out of school, and coordinate various resources to address the students' needs. The "Success for All" program requires a building coordinator who oversees staff support teams, goal setting, and on-going professional development.

Project Objectives and Processes

As a result of the Parent Training Workshops conducted during the period of September 1997 to January 1998, students in the targeted kindergarten, first, and second grade classes will show greater gains in reading comprehension and skills, as measured by pre/post tests, parent and student reading surveys, parent journals, and teacher observation.

In order to accomplish the project objectives, the following processes are necessary:

1. Develop a plan to identify parents interested in becoming involved in their childs' acquisition of literacy.
2. Develop and conduct an informational meeting to disclose the objectives and expectations of the proposed parent involvement program.
3. Develop incentives to ensure parent participation.
4. Conduct a series of parent workshops on strategies to improve student reading achievement.
5. Select and administer assessments to indicate outcomes.

Project Action Plan

A. Site A

1. Workshop 1

a. Overview of the program
   1. Read Unity (See Appendix A)
   2. Discuss goals and objectives

b. Group bonding activity
   1. People search (See Appendix A)
   2. Group introductions

c. Distribute folders
   1. Read <u>There is a Gift</u> (See Appendix A)
   2. Read and discuss Read Aloud strategy (See Appendix A)

d. Make comprehension story gloves (See Appendix A)
   1. Distribute materials
   2. Allow time for parents to make gloves

e. Demonstrate story glove
   1. Read <u>The Three Little Pigs</u>
   2. Ask questions on the glove

f. Discuss parent journals (See Appendix A)

1. PMI
2. Actions taken

g. Closing
1. Review ways to read with your child
2. What to read?
3. Read Ten Characteristics of a Good Teacher/Parent (See Appendix A)

2. Workshop 2

a. Discuss journals
1. Interesting findings
2. Pluses and minuses

b. Discuss folders with new parents
1. Brief overview of the program
2. Journals

c. Discuss games as a way to improve reading
1. How they improve reading skills
2. As a bonding activity

d. Parents pick a game to assemble
1. Distribute materials
2. Allow time to make games

e. Rotation of games
1. Monday through Thursday
2. Thursday through Monday
3. Sign out sheet (See Appendix A)

f. Closing
1. Questions
2. Journal reminder

3. Workshop 3

a. Discuss journals
1. Interesting findings
2. Problems

b. Distribute addendum to reading folders
1. Read and discuss Read,Read,Read strategy (See Appendix A)
2. Read and discuss Strategy 1 - Reading Aloud (See Appendix A)
3. Discuss other possible reading activities

c. Introduce beginning, middle, and end activity
1. Distribute paper and demonstrate fold
2. Demonstrate where to place words
3. Practice activity with favorite story

4. Share stories

d. Library skills
   1. Tour of school library
   2. Distribute author cards
   3. Find books by authors
   4. Check out books

e. Closing
   1. Questions
   2. Continue journals and Book-It program

4. Workshop 4

a. Collect journals
   1. Discuss books read
   2. Discuss PMI's

b. Book "Branch" activities
   1. Ideas for math
   2. Ideas for science

c. Read Snowballs and do "Branch" activities
   1. Make Rice Krispie snowmen
   2. Make snowman magnets

d. Brainstorm other activities
   1. With parents
   2. With children

e. Critique program
   1. What was interesting?
   2. Pluses and minuses

f. Closing
   1. Distribute parent survey (See Appendix K)
   2. Complete survey

B. Site B

1. Workshop 1

a. Welcome/ sign in
   1. Group bonding activity- Find Someone Who.. (See Appendix B)
   2. Group introductions

b. Overview of the program
   1. Discuss goals, objectives and expectations
   2. Distribute packets

c. Reading comprehension activity
   1. How It Works (see Appendix B)

d. Story time
   1. Read When Will I Read?

e. Snacks

f. Model reading strategies
   1. Read Aloud
   2. Pause, Prompt, and Praise
   3. Paired Reading

g. Discuss reading incentives
   1. Book-It!
   2. Links to Literacy

h. Distribute parent journals
   1. Discuss weekly PMI

i. Closing

2. Workshop 2

a. Welcome/sign in

b. Guest speaker (Pizza Hut)
   1. School Pizza Night
   2. Discuss Book-It

c. Snacks (Pizza Hut)

d. Activity
   1. Read The Kissing Hand
   2. Make individual "Kissing Hands"
   3. Make comprehension gloves

e. Collect journals
   1. Discuss weekly PMI

f. Closing

3. Workshop 3

a. Held at local library

4. Workshop 4

a. Welcome/sign in

b. Pass out certificates
   1. Parents
   2. Students

c. Snacks

d. Collect parent journals

e. Read Love You Forever

f. Distribute and complete parent survey (See Appendix K)

g. Make ribbon awards

C. Site C

1. Workshop 1

a. Welcome/sign in
   1. Overview of the program
   2. Discuss monthly agenda

b. Icebreaker: People Search

c. Distribute Parent Handbook (See Appendix C)

d. Oral reading activity: reading round robin style; sensitizing parents to reading aloud

e. Introduce Read Aloud strategy (repetitive books)

f. Make and Take: comprehension gloves

g. Introduce Pause,Prompt and Praise strategy

h. Discuss reference material included in handbook

i. Discuss parent journals

j. Parents check out books to share with their children

k. Refreshments

2. Workshop 2

a. Welcome/sign in

b. Collect parent journals and share experiences

c. Introduce construction centers (reading games)

d. Construct games using the Complete Book of Illustrated K-3 ABC Games by Patricia T. Muncy

e. Parents take reading games to share with their child

f. Refreshments

3. Workshop 3

a. Welcome/sign in

b. Collect parent journals and share experiences

c. Energizer: Parent pairs compose a song or rap reflecting their experiences

d. Think, Pair, and Share activity: All the reading activities you could do with your child

e. Discuss Workshop 4 - "Reading Celebration Night"
   1. Parents and children share a reading activity with the group
   2. Compile a list of children's favorite books and authors
   3. Pizza Party

f. Centers: Books to view
   1. Repetitive
   2. Informational
   3. Serial
   4. Computerized
   5. Phonetic
   6. Pop-ups
   7. Poetry
   8. Predictable
   9. Picture

g. Refreshments

4. Workshop 4

a. Welcome/sign in

b. Collect parent journals, children's list of favorite books and authors, and share experiences

c. Children present their experience song

d. Parents and children share their activity

e. Distribute certificates of participation and incentives

f. Parents complete survey (See Appendix K)

g. Refreshments

D. Site D

1. Workshop 1

a. Overview of the program
   1. Discuss goals and objectives
   2. Distribute program agenda
   3. Discuss expectations

b. Group bonding activity
   1. Find Someone Who... (See Appendix D)
   2. Self and group introductions

c. Reading comprehension activity - How It Works (See Appendix D)

d. Snacks

e. Distribute informational packet; discuss (See Appendix D)
   1. Reading strategies
   2. Tips for parents
   3. Practical at-home reading activities

f. Model reading strategies
   1. Read aloud
   2. Paired reading
   3. Pause prompt praise
   4. Direct instruction
   5. Parents choose a strategy to use at home

g. Introduce current reading activities in the classroom; discuss
   1. Book It!
   2. Reading Logs
   3. Paired Reading
   4. Links to Literacy
   5. Buddy Reading

h. Distribute parent journals; discuss expectations

i. Closing
   1. Assign homework: choose and implement a reading strategy with your child; weekly journals
   2. Set goals for next meeting: date/time/place

2. Workshop 2

a. Collect journals

b. Small group activity (Think-Pair-Share)

c. Whole group sharing
   1. Reading strategies implemented
   2. Feedback, successes and concerns

d. Read Oh, How I Wished I Could Read; discuss

e. Snacks

f. Introduce reading games/practical activities
   1. Distribute handouts (See Appendix D)
   2. Discuss and model several examples
   3. Introduce and explain comprehension glove
   4. Share reading sponge cubes

g. Reading game centers
   1. Parents participate in a variety of reading games they can use with their child
   2. Parents create a reading game to take home

h. Closing
   1. Distribute gloves and paint to parents
   2. Assign homework: make a comprehension glove at home; play your reading game with your child; weekly journals
   3. Set goals for next meeting; date/time/place

3. Workshop 3

a. Collect journals

b. Whole group sharing
   1. Share comments about reading games
   2. Discuss feelings/concerns about the program
   3. Share successes

c. Invent a game
   1. Parents work in pairs to brainstorm reading game ideas
   2. Allow minimal time for preparation of games
   3. Encourage parents to invent a reading game to share at our last workshop

d. Library lecture/tour (librarian)
   1. Introduction to the library
   2. Overview of services available
   3. Instruction on how to use the card catalog/ computer system
   4. Discussion of parent involvement programs offered at the library
   5. Distribute Caldecott book list (See Appendix D)
   6. Tour of the Children's Library

e. Checklist for Parents (See Appendix D)

f. Closing
   1. Assign homework: invent a reading game, weekly journals
   2. Set goals for next meeting: date/time/place

4. Workshop 4

a. Collect journals

b. Article discussion
   1. Professional Development for Parents (See Appendix D)
   2. Children Who Hate To Read (See Appendix D)

c. Share invented reading games with children

d. Student feedback

e. Parent post survey on program effectiveness (See Appendix K)

f. Distribute incentives
   1. Parent certificates of participation
   2. Student I Love Reading books

g. Whole group activity - Yarn Web: One thing I learned/gained by participating in this program is...

h. Pizza party

i. Closing (encourage continued reading)

Methods of Assessment

In order to assess the effectiveness of the parent involvement program, written tests to determine the level of reading proficiency will be administered. The Gates-MacGinitie reading test, and/or formal grade appropriate reading skills tests will be used. (See Appendices F,G,and H) In addition, parent journals will be maintained throughout the five month period. Pre/post student reading surveys will be administered to assess students' attitudes about reading. (See Appendix I)

Pre/post parent surveys will also be completed to determine parental attitudes concerning their participation in the program. (See Appendices J and K) The survey will also provide parental feedback relating to observations of their child's reading improvement. In addition, teacher observation will provide valuable feedback concerning the effects of parent involvement, changes in student reading attitudes, and the effectiveness of reading strategies implemented.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase reading comprehension and skills in the targeted kindergarten, first, and second grade classes through the use of parent involvement. Parent workshops were conducted, emphasizing at-home reading strategies and activities to improve reading proficiency.

At the onset of the 1997-98 school year, student, parent, and teacher surveys were administered. The results of the student survey revealed their attitudes towards reading, student perceptions of their current reading skills, and their views of literacy at home. The parent survey determined how parents perceive their roles in their child's education, the frequency of parent/child interaction, and their school expectations. Teacher surveys reflected attitudes about parental involvement in the classroom, student benefits of parent volunteers, and reactions to training parents to work with their children at home. (See Appendix L)

Site-based pretests were administered to determine current reading levels of the targeted students. (See Appendices F, G, and H) The Gates-MacGinitie Reading Test, and/or grade appropriate reading skills tests were given.

Parents were invited to participate in a series of workshops geared towards improving their child's reading skills. Letters were sent home describing the parent involvement program, and interested parents responded by returning the attached form. (See Appendix E)

Four site-based workshops were held throughout a four month period beginning September 1997 through December 1997. Each workshop targeted a specific aspect of reading, including strategies and activities, games, award-winning literature, and finally, a celebration of reading.

Workshops varied among sites but all included an ice-breaker activity, modeling of reading strategies or activities, practical applications, discussions of parent journals, and refreshments.

To ensure student growth and parent comfort level regarding their applications of the strategies, periodic phone calls and/or personal contact were initiated. In addition, student observations were frequently conducted in the classroom and reading logs were maintained.

At the conclusion of the program, various surveys and assessments were administered. Parent surveys were given to determine benefits of the program and attitudes regarding their participation. Student surveys were given to indicate changes in attitudes about reading, perceptions of their current reading skills, and their views of literacy in the home.

As a final assessment, post tests were administered to the targeted kindergarten, first, and second grade classes.

Results of the Gates-MacGinitie and/or grade appropriate reading skills tests were used to compare the growth between students whose parents were involved in the program and those who were not.

Presentation and Analysis of Results

In order to analyze the effects of parent involvement on reading comprehension and skills, a variety of assessments were used. Pre/post student surveys were compiled and results were analyzed. Results revealed a positive change in student attitudes towards reading at the conclusion of the program. Students expressed a preference to reading books rather than simply looking at them. Results also indicated an increase in students being read to at home.

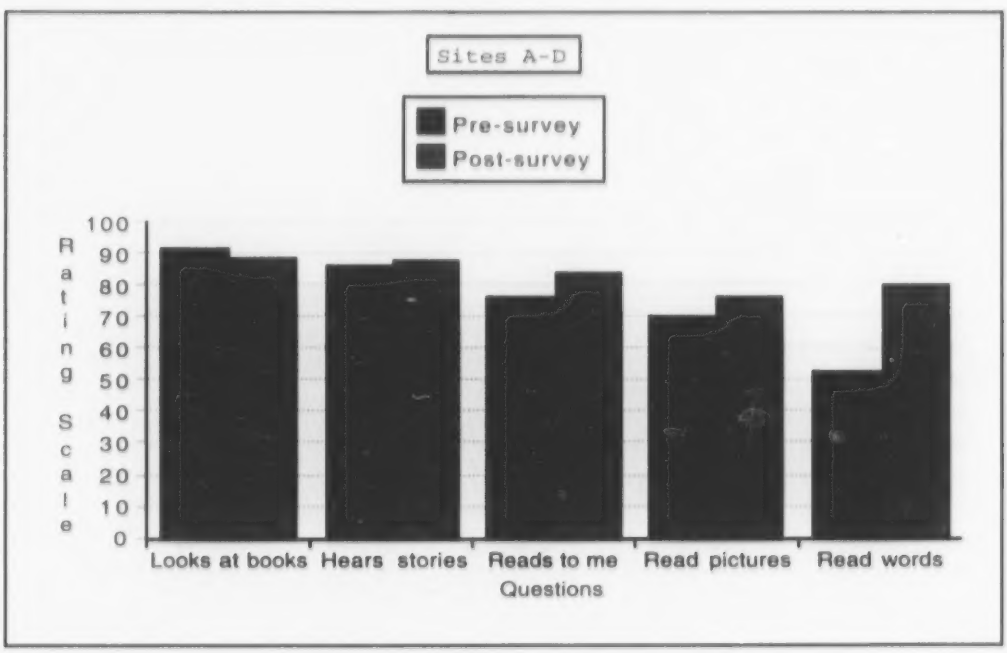


Figure 13. Student Survey. This figure shows a change in reading attitudes.

Pre/post test data was compared and site-based results are reported in figure 14. Results revealed a positive correlation between parent involvement and reading achievement among three of the four sites.

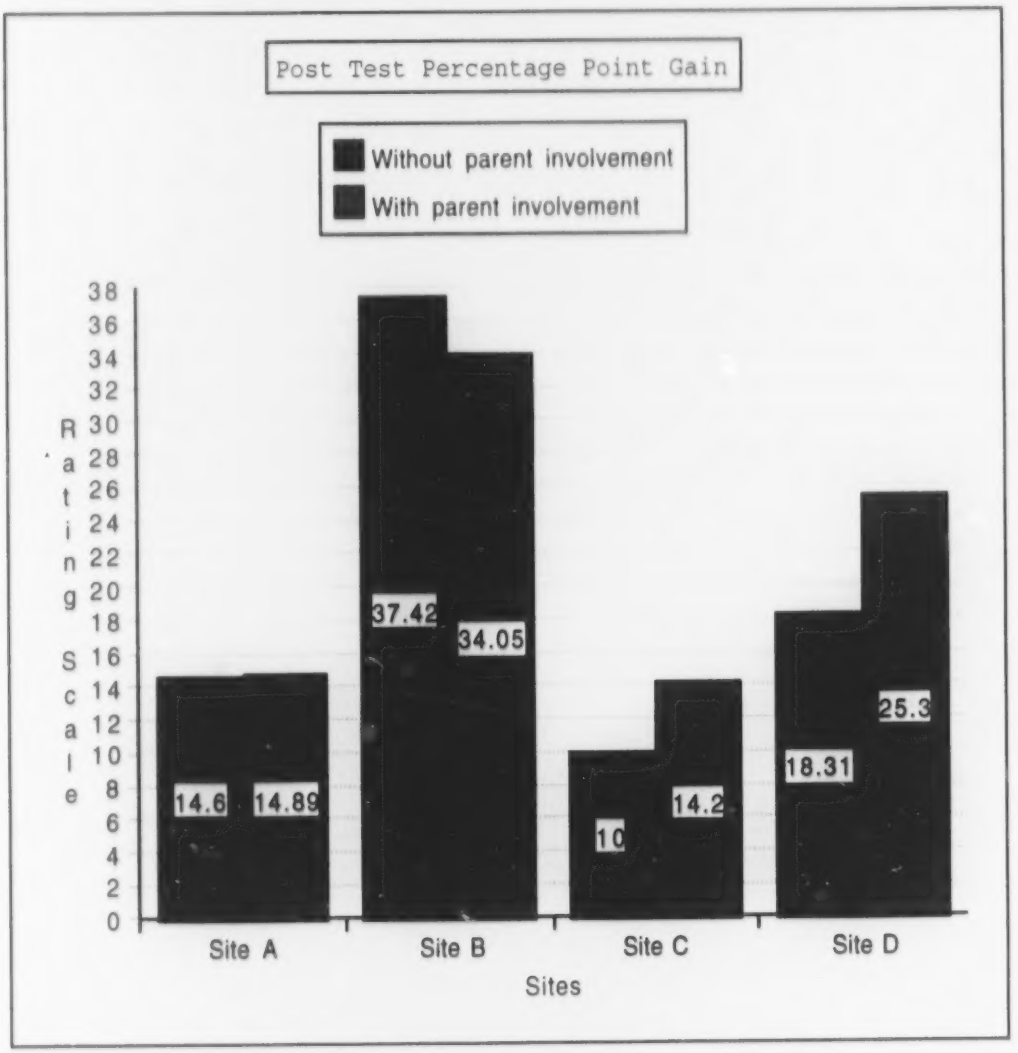


Figure 14. Post Test Percentage Point Gain. This figure represents the effects of parent involvement through pre/post testing.

Parent surveys were analyzed to determine the effectiveness of the program. (See Appendix K) All sites revealed favorable results. Participants felt the program was beneficial to both their child and themselves. Parents expressed that the training empowered them to successfully work with their child at home, as they observed their child's growth in literacy. In addition, parents felt that the workshops provided an opportunity to develop relationships with other parents. They indicated that they enjoyed the program and would participate in this type of program again.

Conclusions and Recommendations

Based on the presentation and analysis of data, students whose parents actively participated in their reading development showed greater gains in reading comprehension and skills than students whose parents were not actively involved. This, along with normal student growth and development may account for some increase in reading proficiency.

Although test results were favorable at three of the four sites, we feel they were not as significant as we anticipated. There are several factors that we feel may have contributed to the minimal difference in growth rates in reading achievement between the targeted groups. A majority of the parents who participated in the program were already actively involved with their child at home. Among these students, many were currently performing at or above grade level. Workshop attendance was sporadic, few parents were able to attend all scheduled workshops. In addition, some

parents may have found it difficult to implement strategies learned and therefore, growth may have been limited.

Teacher implementation of various reading strategies in the classroom, along with after-school reading tutorial programs may also have impacted the correlation between the targeted groups. Although test results at Site B revealed a negative correlation between test scores and parent involvement, this in no way suggests that parent involvement is non-essential, but rather, the classroom setting, environmental factors, teacher expectations and training may have had a greater impact on student achievement.

As researchers, we recommend suggestions for modification of the program. Mandating parent involvement programs as an early primary intervention, may help to improve reading proficiency. Targeting parents of at-risk students to participate in reading initiatives will most likely aid in the development of literacy skills. Offering additional opportunities for parents to participate in programs aimed at teaching specific reading strategies would perhaps increase reading proficiency. Offering parent incentives for participating in the above mentioned programs may likewise increase parent involvement.

Making students aware of the goals, expectations, and incentives at the onset of various programs, may help to increase student's desire to participate. Finally, developing school wide programs such as peer mentoring, paired reading, and/or after-school tutoring, may benefit all students, in

particular, those whose parents are not actively involved in their education.

In conclusion, we found that overall, parental involvement positively affects student reading achievement. It provides opportunities for parents to interact with their children and strengthens the parent/child bond. It also provides opportunities for parents to interact with one another. In addition, parent involvement keeps parents abreast of current trends in education as well as informs them of school wide initiatives. Finally, students whose parents show an interest in their education generally feel good about themselves and their abilities.

References

Berliner, D.C. & Casanova, U.(1996). Putting research to work in your school. Arlington, Il.: IRI/Skylight Training and Publishing.

Brailsford, A.(1991). Paired Reading: Positive reading practice. Edmonton, Alberta: Northern Alberta Reading Specialists' Council.

California Education Policy Seminar & California State University Institute for Education Reform (1996). Building a powerful reading program. [On-line]. The Center of the Future of Teaching and Learning, http:www.cftl.org.build-read.html

City of Chicago Department of Human Services (1990). City of Chicago demographics. Chicago: City of Chicago

Fitton, L. & Gredler, G.(1996). Parental involvement in reading remediation with young children. Psychology in the Schools. 33(4), 325-331.

Fountas, I.C. & Pinnell, G.S.(1996). Guided Reading. Portsmouth, N.H.: Heinemann.

Freeman, M. (1996). "Success for All" in learning to read. The Educational Digest. 56 (1), 70-71.

Goldberg & Carrol (1993). Profiles II economic and demographic fact book of Chicago Southland. University Park, Il.: Star Newspaper & Governors State University.

Grundy Economic Development Council (1994). Demographic profile. [Brochure]. Morris, Il.: Grundy Economic Development Council.

Grundy Economic Development Council (1996). Marketing statistics. [Brochure]. Morris, Il.: Manheim.

Henderson, A.T. & Berla, N.(1994). A new generation of evidence: The family is critical in student achievement. Washington, D.C.: National Committee for Citizens in Education.

Karlin, R.(1972). Teaching reading in high school. New York: Bobbs-Merrill.

Leonhardt, M.(1993). Parents who love reading, kids who don't. New York: Crown.

Loveday, E. & Simmons, K.(1988). Reading at home: Does it matter what parents do? Reading, 22(2), 84-88.

National Commission on Excellence in Education (1983). A Nation at risk. Washington, D.C.: United States Department of Education.

Routman, R.(1991). Invitations. Portsmouth, N.H.: Heinemann.

Scott, G.W., (1988). The use of developmental activities rather than reading workbooks for Kindergarten students lacking readiness skills. Dissertation, thesis, practicum paper, Nova University, Florida. (Eric Document Reproduction Service No. ED 297 889).

Smith, C.(1992). Read and succeed. Bloomington, In.: Grayson Bernard.

State School Report Cards (1996). Chicago, Morris: West Harvey-Dixmoor School District 147, Hazel Crest School District 152.5, Saratoga Community Consolidated School District 60C, Chicago Public Schools Region 6.

Thomas, D.(1996). Riley touts national reading, writing partnership as reading report card is issued. [On-line]. U.S. Department of Education Press Releases, http://www.ed.gov/PressReleases/03-1996/03-96.html

Trelease, J.(1995). The Read Aloud handbook. New York: Penguin Books.

U.S. Department of Commerce-Bureau of the Census (1990). Census of population and housing. Washington, D.C.: U.S. Government Printing Office.

Workman, S.H. & Gage, J.A.(1997). Family-school partnerships: A family strengths approach. Young Children.52(4), 10-14.

Wright, D., Hausken, E.G., & West, J.(1994). Family-child engagement in literacy activities: Changes in participation between 1991 and 1993. Washington, D.C.: National Center for Education Statistics.

Wrobel, B. The Effectiveness of direct instruction on the various reading achievement categories.(Eric Document Reproduction Service No. ED 395 292)

Appendices

Appendix A
Site A Parent Handbook

"UNITY"

I dreamed I stood in a studio
And watched two sculptors there'
The clay they used was a young child's mind.
and they fashioned it with care.
One was a teacher: the tools he used
were books and music and art:
One a parent with a guiding hand.
And a gentle, loving heart.
Day after day the teacher toiled.
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done.
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed
if he had worked alone.
for behind the parent stood the school.
And behind the teacher.the home.

Site A Parent Handbook (continued)

People Search

Find someone who.....

1. Can name an author of a children's book.

_____

2. Has a son attending Kindergarten.

_____

3. Has a daughter attending Kindergarten.

_____

4. Has visited a museum with their child.

_____

5. Has attended a play with their child.

_____

6. Has visited a zoo with their child.

_____

7. Has other children that attend King School.

_____

8. Has been a Parent Volunteer at King School.

_____

9. Has attended a sporting event with their child.

_____

10. Has read a story to their child.

_____

Site A Parent Handbook (continued)

There is a gift

you can give your child that...

will never wear out,

will never go out of style,

costs only time.

has a value which will increase,

and creates delight

which will last forever.

All this for only a few minutes a day

of reading with your child !

Imagine receiving the gift of reading!

READ ALOUD WITH YOUR CHILD

What's one simple thing you can do to help your child do better in school this year? Read aloud with your child often!

For very young children, reading aloud is a way to introduce the world of books. You can create happy memories . . . and encourage your child to make reading a daily habit.

Research shows that even older kids love being read to. One study found that all elementary school children said they love having someone read to them.

Here are some tips to make your read-aloud time at home more successful:

- Make reading aloud a priority. Plan for it. Set time aside for it and then just do it.

- Read books you enjoy. There's nothing worse than finding yourself with 100 pages to go in a book you can't stand. If you have any doubt you'll like a book, skim it before you start.

- Read some books that are a little too hard for your child to read alone. These books can increase your child's vocabulary.

Site A Parent Handbook (continued)

THE CALDECOTT MEDAL BOOKS *

38	J/220/BIB	Animals of the Bible Lathrop
1939	E/HAN	Mei Li Handforth
1940	J/921/LIN	Abraham Lincoln d'Aulaires
1941	J/920/LAW	They Were Strong and Good Lawson
1942	E/MCC	Make Way for Ducklings McCloskey
1943	E/BUR	The Little House Burton
1944	E/THU	Many Moons Slobodkin
1945	J/242/FIE	Prayer for a Child Jones
1946	E/PET	The Rooster Crows Petersham
1947	E/MAC	The Little Island Weisgard
1948	E/TRE	White Snow, Bright Snow Duvoisin
1949	E/HAD	The Big Snow Hader
1950	E/POL	Song of the Swallows Politi
1951	E/YEL	The Egg Tree Milhous
1952	E/WIL	Finders Keepers Mordvinoff
1953	E/WAR	The Biggest Bear Ward
1954	E/BEM	Madeline's Rescue Bemelmans
1955	J/398.2/PER	Cinderella Brown
1956	E/FRO	Frog Went A-Courtin' Rojankovsky
1957	E/UDR	A Tree is Nice Simont
1958	E/MCC	Time of Wonder McCloskey
1959	E/CHA	Chanticleer and the Fox Cooney
1960	E/ETS	Nine Days to Christmas Ets
1961	J/398.2/ROB	Baboushka and the Three Kings Sidjakov
1962	J/398.24/BRO	Once a Mouse Brown
1963	E/KEA	The Snowy Day Keats
1964	E/SEN	Where the Wild Things Are Sendak
1965	E/DER	May I Bring a Friend ? Montresor

Site A Parent Handbook (continued)

1966	E/NIC	Always Room for One More Hogrogian
1967	E/NES	Sam, Bangs & Moonshine Ness
1968	E/EMB	Drummer Hoff Emberley
1969	E/RAN	The Fool of the World and the Flying Ship Shulevitz
1970	E/STE	Sylvester and the Magic Pebble Steig
1971	J/398.2/HAL	A Story-A Story Haley
1972	E/HOG	One Fine Day Hogrogrian
1973	E/MOS	The Funny Little Woman Lent
1974	J/398.2/ZEM	Duf[illegible] and the Devil Zemach
1975	J/398.2/MCD	Arrow to the Sun McDermott
1976	J/398.2/AAR	Why Mosquitoes Buzz in People's Ears Dillons
1977	J/960/MUS	Ashanti to Zulu: African Traditions Dillons
1978	E/SPI	Noah's Ark Spier
1979	E/GOB	The Girl Who Loved Wild Horses Goble
1980	E/HAL	Ox-Cart Man Cooney
1981	J/LOB	Fables Lobel
1982	J/VAN	Jumanji Van Allsburg
1983	J/841.912/CEN	Shadow Brown
1984	J/629.13/PRO	The Glorious Flight Provensens
1985	J/FIC/HOD	Saint George and the Dragon Hyman
1986	E/VAN	The Polar Express Van Allsburg
1987	E/YOR	Hey, Al Egielski
1988	E/YOL	Owl Moon Yolen
1989	E/ACK	Song and Dance Man Gammell
1990	J/398.2/YOU	Lon Po Po: A Red Riding Hood Story from China Young
1991	J/FIC/MAC	Black and White Macauley

* With names of illustrators

Everyday Reading Activities

In the Kitchen....While baking cookies, let your child read the recipe and gather the ingredients.

On the Road....Challenge your child to find a license plate that begins with every letter of the alphabet.

On the Road...Find an item on a billboard or road sign that rhymes with a word of your choice.

At Home...Write down and read telephone messages.

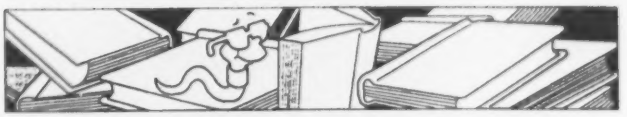
At the Supermarket...Tell your child what items are needed and let them find the items on the shelf.

...Let your child write out the grocery list

In the Morning...Let your child empty the mailbox and distribute the letters to members of the family.

In the Newspaper...Read the Comics together.

Site A Parent Handbook (continued)



Everyday Reading Opportunities

Street Signs

Billboards

Restaurant Menus

Household Products

Food Containers

Television

School Buses

Mail

Store Fronts

Newspapers

Magazines

Ingredients on Food Packages

A Parents' Alphabet

A is for Arms: arms that hold and arms that support and arms that push when they have to.

B is for Books, which should abound in every home and for Boredom, which can't stay long if books are there.

C is for the Children and the Caring and the Crying which sometimes come together all at once.

D is for Doors, which you sometimes have to help them open and through which they have to go someday never to return unchanged; and for Discipline and Dignity, which you owe every child.

E is for Everything you hope for them, for the Ease you hope it will be for them, and for Education, which takes place at least as much at home as in school.

F is for Foolish mistakes you make with your kids and for the Freedom they must have to make their own.

G is for Grandparents, who can add tradition and wisdom to children's lives, and for Growth, which parents and kids can experience together.

H is for Home, which is only sometimes a house, where a child feels wanted and loved.

I is for Ignorance, which darkens the world, and is sometimes mistaken for Innocence.

J is for Jealousy, which creeps into so many relationships, and for Joy, which can push it out.

K is for Kickball and tag and hide-and-seek and all those other aduitless games kids need to play, and for Kissing and hugging, which nobody does enough of.

L is for Love, of course.

M is for the Memory all parents have of what childhood was like for them, and for Money, which can never substitute for love no matter how lavishly given, and for Manners, which make living easier.

N is for Nurturing, the giving of love and care which only sometimes comes naturally.

O is for Occupation, which takes so much of your time, and for the Openness which exists when kids and parents really work at it.

P is for Presents, which are easy to give, and for Presence, which is harder, and for Parenthood, which is only partly a biological function, and for the Patience it takes to see you through it.

Q is for questions, which are so easy to turn off and so hard to turn back on.

R is for Rest, which it seems never comes while the kids are young, and for Reward, which you get when you look in their faces or hold their hands.

S is for Summer, which seems endless, and for School, where you ought to feel welcome for the Stories you know but seldom tell, and for Shoulders, which sometimes are drenched with tears.

T is for Time, which there never seems to be enough of, and for Teachers who try to understand.

U is for the Upper hand, which you try so hard to keep, and for the Understanding that you try so hard to have.

V is for the Virtue of overcoming all those roadblocks life seems to throw just when everything's going well.

W is for the Whys, which can drive you up the wall, and the Wisdom it takes to answer them.

X is for the X ray of the broken bone you both cried over, and for the Xtra love it takes to be a parent.

Y is for Yelling, which helps only temporarily, and for being Young, which is only partly a matter of years.

Z is for the end, the end of diapers, the end of childhood, but never the end of love.

Site A Parent Handbook (continued)

TEN CHARACTERISTICS OF A GOOD TEACHER... OOPS I MEAN A GOOD PARENT, WELL MAYBE THEY ARE ONE IN THE SAME.

1. A TEACHER (PARENT) INSTRUCTS.
2. A TEACHER (PARENT) SETS EXAMPLES.
3. A TEACHER (PARENT) IS A ROLE MODEL.
4. A TEACHER (PARENT) SETS THE STAGE FOR A SUCCESSFUL LEARNING ENVIRONMENT.
5. A TEACHER (PARENT) HAS GOALS AND EXPECTATIONS.
6. A TEACHER (PARENT) GIVES PRAISE AND SHOWS APPRECIATION.
7. A TEACHER (PARENT) GIVES REINFORCEMENT.
8. A TEACHER (PARENT) MAINTAINS PROPER DISCIPLINE.
9. A TEACHER (PARENT) COMMUNICATES WITH THE STUDENTS.
10. A TEACHER (PARENT) IS RESPONSIBLE FOR THE PROGRESS OF THE STUDENTS.

"Parents and Educators"

We're all in this together.

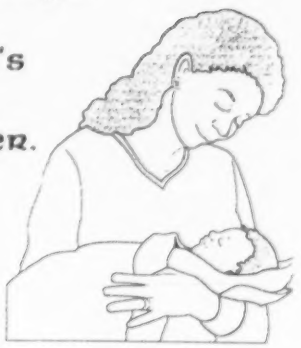
K. Muhammad/ESEA Chapter 1 PRSC

Site A Parent Handbook (continued)

Some Things Never Change:

A parent is still a child's

most influential teacher.



Site A Parent Handbook (continued)

Parent Journal

Name: _____

Week of: _____

Pluses:

Minuses:

What you found interesting:

Actions taken: (Books Read)

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Game sign out sheet

Game Name	Checked out to	Date	Return
1. Tactile Alphabet Cards			
2. Apple Cards			
3. Canned Alphabet Fun			
4. Catch a Butterfly			
5. Teddy Bear Letter Practice			
6. Race to the castle			
7. Hickory Dickory Dock			
8. The Three Bears Game			
9. Buzzing to the Hive			
10. Puzzle Letters			
11. Flyer Rug Sort			
12. Which One Doesn't Belong			
13. A Starry Night			

Site A Parent Handbook (continued)

Read Read Read

Read aloud to your child every day for 10 minutes.
- Choose books that interest your child.
- Read a variety of books: poetry, fiction, and nonfiction. Raed for information and just for fun.
- Use expression when reading. Make dialogue interesting.
- Share reading aloud. Alternate reading passages.
- Get children nooked on books by beginning a book and allowing them to finish on their own.

Encourage children to communicate what they know, feel, and think about books read.
- Allow your child to predict what might happen as you read.
- Provide pens, pencils, markers, and paper so your child can feelings and thoughts about what is read.

Make books available for your child.
- Put books in a place where your child can easily reach them.
- Visit bookstores and libraries.
- Give books as gifts.
- Carry books with you wherever you go. For example, doctors' offices, dentists' offices, and on trips, etc.

Strategy 1: **Reading Aloud**

Should I?

- Children learn to read by being read to.
- Children learn to read by reading.
- Children that know books are fun want to learn to read.
- Children that think they can read are confident enough to try.

How to's:

1. Choose a variety books that you feel your child will enjoy. Read the book prior to reading to your child.

2. Hold or sit close to your child. Make reading time warm and fun.

3. Call attention to the front cover of the book and point out the title and picture. Ask your child what he/she thinks the book is about.

4. Hold the book so your child can see the print. Point to the words as you read. Beginning readers must see where to begin, which way to go, and what a word is.

5. Ask questions when applicable: (For example)
   What do you think happens next?
   How does that make you feel?
   What do you think about the way they acted?
   What would you do?
   What did this mean?

6. Read and reread a favorite book, over and over and over

7. When the story is almost memorized, share the act of reading by encouraging your child to chime in or take turn reading the pages in the story.

8. Ask your child to retell the story. Help, if needed. (What happened at the beginning, middle, and end) Aim for understanding....not word perfect wording!

Tips to make your read-aloud time at home more successful:

• Make reading aloud a priority. Plan for it. Set time aside for it and then just do it.

•Read books you and your child will enjoy. (They will sense your boredom if the book you choose is not one of your liking)

•Read some books that are a little too hard for your child to read alone. These books can increase your child's vocabulary.

How Parents Can Help Children at Home with Reading

By spending 20-30 minutes a day at home, you can help your child improve in reading. Here are some simple activities you can do at home:

Word Study and Letter-Sound Relationships

Take the letters or a list of word patterns that your child is learning and play the following games to help them remember the patterns. For example: if your child is learning the short a pattern with "at" words: cat, fat, hat, mat, Nat, pat, rat, sat, and vat, do the following activities:

Air Writing: Have your child stand up and using his or her writing hand, write the letters using the large arm muscles in the air, while spelling the word aloud. Do this 5 times with eyes open and 5 times with closed eyes.

Flashlight Writing: Have your child use a flashlight to write the words on the wall or ceiling with the lights out. Have the child spell the word while writing with the flashlight.

Tactile Letters: Use cut out letters or letter tiles or foam or plastic letters and have the child spell the word patterns with them. Have the child copy on paper all the words he or she made.

Basketball Toss: Mount the words on a large sheet of paper and tape it to the wall. For each word, your child reads correctly, have them throw a foos ball or light foam ball into a waste paper basket or basketball hoop. Give the child a point for each word the child read correctly and one bonus point for each basket made. Add up the points. Decide on a certain number of points to give the child a prize or special privilege at home.

Ring Toss: Play the same game as basketball toss but use a ring toss game.

Golf Whiz: Play the same game as basketball toss, but let the child putt a ball into a hole or a cup.

Art Words: Have the child practice the words by painting the words with a paintbrush or finger paints, or draw them in rainbow colors with crayons or markers. Let them practice the list by making a picture with the words.

Glue writing: Have the child write the words in glue on paper, and then sprinkle sparkles or glitter or colored sand on the words to make an artistic picture with the words.

Stand-up writing: Put a large sheet of paper on a wall or flip chart. Have the child practice writing and reading the pattern word list by standing up and writing on the paper or flip chart.
Practice: Work with the same group of pattern words with the above activities until your child can read the list to you without errors.

Site A Parent Handbook (continued)

Should My Child Be Reading?

Most children learn to read between the ages of five and seven. Here's how to help them get there:

Some kindergartners read earlier than others. Relax! Your child will read soon.

HELP YOUR CHILD GET READY FOR READING

Read aloud. Choose a variety of books, including picture books and simple books for beginning readers.

Keep reading times cozy and unpressured. Warm, relaxed feelings between you and your child will help connect books with pleasurable feelings.

Build a library of picture books at home for your child. Given lots of opportunities to turn pages and look at pictures, your child will grow curious about text and print.

Share rhyming books with your child. Invite her to fill in the "missing" rhyming word as you read.

Look for predictable books that have recurrent lines or phrases. "Chime in" together when you come to familiar parts.

Listen to your child "re-tell" a storybook in her own words as the pages are turned. These seemingly minor events are an important step [illegible] and in the reading process.

Invest in a book with an accompanying audiocassette. Pairing words and pictures together with [illegible] interest in written words.

HOW TO CHOOSE BOOKS FOR YOUR CHILD

Look for quality illustrations and/or photographs. Illustrations should correspond to the words on the page.

Select meaningful books. Good books for children reflect events and experiences that take place in their everyday lives.

Find story lines that deal with the kinds of feelings and situations children are experiencing. Learning to do things by themselves, making new friends, and missing family members are all a part of your child's world. Look for books that deal with these subjects and bring them to successful resolutions.

Make sure books reflect antibiased values. Be sure the books you select reflect an [illegible] approach to gender, race, culture, age, and individual abilities. Early exposure to diversity and equality will help your child learn to accept and appreciate differences in others. [illegible] feel good about himself or herself as an individual. ■

A Suggested Reading List

The Adventures of Taxi Dog by Debra and Sul Barracca (Dial Books)

Abiyoyo by Pete Seeger (Macmillan)

Bread, Bread, Bread by Ann Morris (Lothrop, Lee & Shepard)

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. (Henry Holt)

Caps for Sale by Esphyr Slobodkina (Harper & Row)

Knock! Knock! by Jane Cutler (Scholastic)

Good Night, Moon by Margaret Wise Brown (Harper & Row)

Growing Vegetable Soup by Lois Ehlert (Harcourt Brace [illegible])

Hawaii Is A Rainbow by Stephanie Feeter (Kamehameha Historical Press)

Table 3.1
Predictable Books

A bibliography of predictable books

Adams, Pam. *This Old Man*. New York, N.Y.: Grosset and Dunlap, 1974.

Adams, Pam. *Two, Two, Three, Going to See*. New York, N.Y.: Scholastic, 1964.

Aliki. *Go Tell Aunt Rhody*. New York, N.Y.: Macmillan, 1974.

Aliki. *Hush Little Baby*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Aliki. *My Five Senses*. New York, N.Y.: Thomas Y. Crowell, 1962.

Aylesworth, Frank. *Monkey Face*. New York, N.Y.: Parents' Magazine Press, 1977.

Balian, Lorna. *The Animal*. Nashville, Tenn.: Abingdon Press, 1972.

Balian, Lorna. *Where in the World Is Henry?* Scarsdale, N.Y.: Bradbury Press, 1972.

Bangham, Sarah F. *I Was Walking Down the Road*. New York, N.Y.: Scholastic, 1975.

Brown, Ashley, and Joseph Baum. *One Bright Monday Morning*. New York, N.Y.: Random House, 1962.

Buckley, John. *Seven Little Rabbits*. New York, N.Y.: Scholastic, 1973.

Buckmaster, Ray. *Lisa Cannot Sleep*. New York, N.Y.: Franklin Watts, 1969.

Bullock, McElroy. *A Fat Book of Snacks*. Racine, Wis.: Golden Press, 1963.

Burton, Rose, and Alan Mills. *I Know an Old Lady*. New York, N.Y.: Rand McNally, 1961.

Carle, Eric. *When I First Came to This Land*. New York, N.Y.: Putnam's Sons, 1974.

Dragonwagon, Crescent. *I Know a Man*. New York, N.Y.: Macmillan, 1970.

Brown, Marcia. *The Three Billy Goats Gruff*. New York, N.Y.: Harcourt Brace Jovanovich, 1957.

Brown, Margaret Wise. *Four Fur Feet*. New York, N.Y.: William R. Scott, 1961.

Brown, Margaret Wise. *Goodnight Moon*. New York, N.Y.: Harper and Row, 1947.

Brown, Margaret Wise. *Home for a Bunny*. Racine, Wis.: Golden Press, 1956.

Brown, Margaret Wise. *Where Have You Been?* New York, N.Y.: Scholastic, 1952.

The Bus Ride, illustrated by Justin Wager. New York, N.Y.: Scott, Foresman, 1971.

Carle, Eric. *The Grouchy Ladybug*. New York, N.Y.: Thomas Y. Crowell, 1977.

Carle, Eric. *The Mixed Up Chameleon*. New York, N.Y.: Thomas Y. Crowell, 1975.

Carle, Eric. *The Very Hungry Caterpillar*. Cleveland, Ohio: Collins-World, 1969.

Charlip, Remy. *Fortunately*. New York, N.Y.: Parents' Magazine Press, 1964.

Charlip, Remy. *What Good Luck? What Bad Luck?* New York, N.Y.: Scholastic, 1969.

Cook, Bernadine. *The Little Fish that Got Away*. Reading, Mass.: Addison-Wesley, [c.]76.

de Regniers, Beatrice Schenk. *Catch a Little Fox*. New York, N.Y.: Seabury Press, 1970.

de Regniers, Beatrice Schenk. *The Day Everybody Cried*. New York, N.Y.: The Viking Press, 1967.

de Regniers, Beatrice Schenk. *How Joe the Bear and Sam the Mouse Got Together*. New York, N.Y.: Parents' Magazine Press, 1965.

de Regniers, Beatrice Schenk. *The Little Book*. New York, N.Y.: Henry Z. Walck, c1961.

de Regniers, Beatrice Schenk. *May I Bring a Friend?* New York, N.Y.: Atheneum, 1972.

de Regniers, Beatrice Schenk. *Willy O'Dwyer Jumped in the Fire*. New York, N.Y.: Atheneum, 1968.

Domanska, Janina. *If All the Seas Were One Sea*. New York, N.Y.: Macmillan, 1971.

Duff, Maggie. *Jonny and His Drum*. New York, N.Y.: Henry Z. Walck, 1972.

Duff, Maggie. *Rum Pum Pum*. New York, N.Y.: Macmillan, 1978.

Emberley, Barbara. *Simon's Song*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Emberly, Ed. *Klippity Klop*. Boston, Mass.: Little, Brown, 1974.

Ets, Marie Hall. *Elephant in a Well*. New York, N.Y.: The Viking Press, 1972.

Ets, Marie Hall. *Play with Me*. New York, N.Y.: The Viking Press, 1955.

Flack, Marjorie. *Ask Mr. Bear*. New York, N.Y.: Macmillan, 1932.

Galdone, Paul. *Henny Penny*. New York, N.Y.: Scholastic, 1968.

Galdone, Paul. *The Little Red Hen*. New York, N.Y.: Scholastic, 1973.

BEST COPY AVAILABLE

Galdone, Paul. *The Three Bears*. New York, N.Y.: Scholastic, 1972.

Galdone, Paul. *The Three Billy Goats Gruff*. New York, N.Y.: Seabury Press, 1973.

Galdone, Paul. *The Three Little Pigs*. New York, N.Y.: Seabury Press, 1970.

Ginsburg, Mirra. *The Chick and the Duckling*. New York, N.Y.: Macmillan, 1972.

Greenberg, Polly. *Oh, I Could, I Would, I Should, But Instead*. New York, N.Y.: Macmillan, 1969.

Hoffman, Hilde. *The Green Grass Grows All Around*. New York, N.Y.: Macmillan, 1968.

Hutchins, Pat. *Good Night Owl*. New York, N.Y.: Macmillan, 1972.

Hutchins, Pat. *Rosie's Walk*. New York, N.Y.: Macmillan, 1968.

Hutchins, Pat. *Titch*. New York, N.Y.: Collier Books, 1971.

Keats, Ezra Jack. *Hi, Cat!* New York, N.Y.: Macmillan, 1970.

Keats, Ezra Jack. *Over in the Meadow*. New York, N.Y.: Scholastic, 1971.

Kent, Jack. *The Fat Cat*. New York, N.Y.: Scholastic, 1971.

Klein, Leonie. *Bunny Hunt*. New York, N.Y.: Scholastic, 1968.

Krauss, Robert. *Whose Mouse Are You?* New York, N.Y.: Collier Books, 1970.

Langstaff, John. *Frog Went A-Courtin'*. New York, N.Y.: Harcourt Brace Jovanovich, 1955.

Langstaff, John. *Gather My Gold Together: Four Songs for Four Seasons*. Garden City, N.Y.: Doubleday, 1971.

Langstaff, John. *Oh, A-Hunting We Will Go*. New York, N.Y.: Atheneum, 1974.

Langstaff, John. *Over in the Meadow*. New York, N.Y.: Harcourt Brace Jovanovich, 1957.

Lawrence, Esther. *Rosie Off for Catches a Doggie*. Nashville, Tenn.: Abingdon Press, 1969.

Lexau, Joan. *Crocodile and Hen*. New York, N.Y.: Harper and Row, 1969.

Lobel, Anita. *King Rooster, Queen Hen*. New York, N.Y.: Greenwillow, 1975.

Lobel, Arnold. *A Treefull of Pigs*. New York, N.Y.: Greenwillow, 1979.

Mack, Stan. *10 Bears in My Bed*. New York, N.Y.: Pantheon, 1974.

Martin, Bill. *Brown Bear, Brown Bear*. New York, N.Y.: Holt, Rinehart and Winston, 1970.

Martin, Bill. *Fire! Fire!" Said Mrs. McGuire*. New York, N.Y.: Holt Rinehart and Winston, 1970.

Mayer, Mercer. *If I Had ...* New York, N.Y.: Dial Press, 1968.

Mayer, Mercer. *Just for You*. New York, N.Y.: Golden Press, 1975.

McGovern, Ann. *Too Much Noise*. New York, N.Y.: Scholastic, 1967.

Memling, Carl. *Ten Little Animals*. Racine, Wis.: Golden Press, 1961.

Moffett, Martha. *A Flower Pot Is Not a Hat*. New York, N.Y.: E.P. Dutton, 1972.

Peppe, Rodney. *The House that Jack Built*. New York, N.Y.: Delacorte, 1970.

Polushkin, Maria. *Mother, Mother, I Want Another*. New York, N.Y.: Crown Publishers, 1978.

Preston, Edn. Mitchell. *Where Did My Mother Go?* New York, N.Y.: Four Winds Press, 1978.

Quackenbush, Robert. *She'll Be Comin' Round the Mountain*. Philadelphia, Pa.: J.B. Lippincott, 1973.

Quackenbush, Robert. *Skip to My Lou*. Philadelphia, Pa.: J.B. Lippincott, 1975.

Rikoff, Sandra. *Here Is a Cat*. Singapore: Hallmark Children's Editions, no date.

Scheer, Julian, and Marvin Bileck. *Rain Makes Applesauce*. New York, N.Y.: Holiday House, 1964.

Scheer, Julian, and Marvin Bileck. *Upside Down Day*. New York, N.Y.: Holiday House, 1968.

Sendak, Maurice. *Where the Wild Things Are*. New York, N.Y.: Scholastic, 1963.

Shaw, Charles B. *It Looked Like Spilt Milk*. New York, N.Y.: Harper and Row, 1947.

Shulevitz, Uri. *One Monday Morning*. New York, N.Y.: Scribner's, 1967.

Skaar, Grace. *What Do the Animals Say?* New York, N.Y.: Scholastic, 1972.

Sonneborn, Ruth A. *Someone Is Eating the Sun*. New York, N.Y.: Random House, 1974.

Spier, Peter. *The Fox Went Out on a Chilly Night*. Garden City, N.Y.: Doubleday, 1961.

Stover, JoAnn. *If Everybody Did*. New York, N.Y.: David McKay, 1960.

Tolstoy, Alexei. *The Great Big Enormous Turnip*. New York, N.Y.: Franklin Watts, 1968.

Weller, Robert. *Goodbye, Hello*. New York, N.Y.: Pantheon, 1974.

Wildsmith, Brian. *The Twelve Days of Christmas*. New York, N.Y.: Franklin Watts, 1972.

Wulkstein, Diane. *The Visit*. New York, N.Y.: Alfred A. Knopf, 1977.

BEST COPY AVAILABLE

Wondriska, William. *All the Animals Were Angry*. New York, N.Y. Holt, Rinehart and Winston, 1970.
Zaid, Barry. *Chicken Little*. New York, N.Y. Random House, no date.
Zemach, Harve. *The Judge*. New York, N.Y. Farrar, Straus and Giroux, 1969.
Zemach, Margot. *Hush, Little Baby*. New York, N.Y. E.P. Dutton, 1976.
Zemach, Margot. *The Teeny Tiny Woman*. New York, N.Y. Scholastic, 1965.
Zolotow, Charlotte. *Do You Know What I'll Do?* New York, N.Y. Harper and Row, 1958.

From L. K. Rhodes (1981). I can read! Predictable books as resources for reading and writing instruction. *The Reading Teacher, 34*, 511-518.

BEST COPY AVAILABLE

Appendix B
Site B Parent Handbook

Welcome to 1st grade Reading Strategies Workshop

Parents as Partners in Education

Site B Parent Handbook (continued)

Parent Search

Find someone who..

has read a story to their child within the last two days. _____	has other children that attend Lincoln _____	has a son in 1st grade _____	has attended a sporting event with their child _____
has the same number of children you have _____	has a daughter in 1st grade _____	has visited a zoo with their child _____	has attended a play with their child _____
has attended a concert/ musical with their child _____	has been a parent volunteer before _____	has visited a museum with their child _____	knows a lot of jokes _____
knows all the lyrics to the Barney song _____	knows how to play an instrument _____	has a library card _____	played a game with their child in the last week. _____

Site B Parent Handbook (continued)

Some Things Never Change:

a parent is still a child's

most influential teacher.

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher - the tools he used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.

And when at last, their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school
And behind the teacher, the home.

Author Unknown

TEN CHARACTERISTICS OF A GOOD PARENT... OOPS! I MEAN A GOOD TEACHER, WELL MAYBE THEY ARE ONE IN THE SAME.

1. Instructs
2. Sets Examples
3. Is a Good Role Model
4. Sets the Stage for a Successful Learning Environment
5. Has Goals and Expectations
6. Gives Praise and Shows Appreciation
7. Gives Reinforcement
8. Maintains Proper Discipline
9. Communicates
10. Is Responsible

Site B Parent Handbook (continued)

How It Works

The scope calibrator is basically a simple solid-state astable multivibrator designed to close tolerances. Transistors Q2 and Q3 comprise the multivibrator, whose frequency is determined essentially by the values of the timing components C1, C2, R3 and R4. The nominal 1020-Hz frequency can be reduced to an exact 1000-Hz signal by merely shunting C1 and C2 with a 20-pf. capacitor.

Emitter follower Q4 serves to isolate the multivibrator from the load effects of the output circuit while functioning as an impedance-matching device. Transistor Q1 serves only as a battery condition indicator. It is employed in an emitter follower configuration with a 10-volt lamp (Il) serving both as an indicator and as the emitter resistor.

As the source battery deteriorates, its output gradually approaches the zener (D1) voltage, reducing Q1's base bias and thus causing the lamp to glow more and more dimly. This can be observed by pressing the battery test switch (S2). However, because the calibrator would normally be used only on occasion rather than continuously, the life of the battery can be expected to approach its no-use shelf-life.

DEFINITIONS AND RULES

The **vowels** are **a, i, u, o, e,** and sometimes **y** and **w.**

The **consonants** are the remaining letters and usually **y** and **w.**

A **consonant blend** consists of two or more consonants sounded together in such a way that each is heard—**black, train, cry, swim, spring, fast, lamp.**

A **consonant digraph** consists of two consonants that together represent one sound—**when, thin, this, church, sheep, pack, know, write.**

A **vowel digraph** is a double vowel that does not follow Long-Vowel Rule I—**school, book, bread, auto, yawn, eight.**

A **diphthong** consists of two vowels blended together to form a compound speech sound—**cloud, boy, oil, cow, new.**

Short-Vowel Rule: If a word or syllable has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short—**am, is, bag, fox.**

Long-Vowel Rule I: If a one-part word or syllable has two vowels, the first vowel is usually long and the second is silent—**rain, kite, cane, jeep, ray.**

Long-Vowel Rule II: If a word or syllable has one vowel and it comes at the end of the word or syllable, the vowel is usually long—**we, go, cupid, pony.**

Y As a Vowel Rule:

1) If **Y** is the only vowel at the end of a one-syllable word, **Y** has the sound of long **I—fly, try, by.**
2) If **Y** is the only vowel at the end of a word of more than one syllable, **Y** usually has a sound almost like long **E—silly, funny, baby.**

Soft C and G Rule: When **c** or **g** is followed by **e, i,** or **y,** it is usually soft—**ice, city, change, gym.**

OTHER HELPFUL DEFINITIONS AND RULES

A **compound word** is a word made up of two or more words—**dog house, sand box, milk man.**

A **base word** is a word to which a prefix or suffix may be added to form a new word—**print, pack, like.**

A **suffix** is an addition made at the end of a base word to change the meaning of the word or how it is used—**printer, darkness, helpful.**

A **prefix** is a syllable that is added to the beginning of a base word to change its meaning or form a new word—**reprint, unpack, dislike.**

To make a word mean more than one:

1) Usually add **s—cats, dogs, kites.**
2) If a word ends in **x, z, ss, sh,** or **ch,** usually add **es—foxes, dresses, peaches.**
3) If a word ends in **y** preceded by a consonant, change the **y** to **i** and add **es—flies, fairies, babies.**

To add other suffixes:

1) When a short-vowel word ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel—**running, hummed, batter.**
2) When a word ends in silent **e,** drop the **e** before adding a suffix that begins with a vowel—**baking, taped, latest.**
3) When a word ends in **y** preceded by a consonant, change the **y** to **i** before adding a suffix other than **ing.—cried, crying, happily, funnier, ponies, trying.**

Strategy 1: **Reading Aloud**

Should I?

- Children learn to read by being read to.
- Children learn to read by reading.
- Children that know books are fun want to learn to read.
- Children that think they can read are confident enough to try.

How to's:

1. Choose a variety books that you feel your child will enjoy. Read the book prior to reading to your child.

2. Hold or sit close to your child. Make reading time warm and fun.

3. Call attention to the front cover of the book and point out the title and picture. Ask your child what he/she thinks the book is about.

4. Hold the book so your child can see the print. Point to the words as you read. Beginning readers must see where to begin, which way to go, and what a word is.

5. Ask questions when applicable: (For example)
   What do you think happens next?
   How does that make you feel?
   What do you think about the way they acted?
   What would you do?
   What did this mean?

6. Read and reread a favorite book, over and over and over

7. When the story is almost memorized, share the act of reading by encouraging your child to chime in or take turn reading the pages in the story.

8. Ask your child to retell the story. Help, if needed. (What happened at the beginning, middle, and end) Aim for understanding....not word perfect wording!

Tips to make your read-aloud time at home more successful:

• Make reading aloud a priority. Plan for it. Set time aside for it and then just do it.

•Read books you and your child will enjoy. (They will sense your boredom if the book you choose is not one of your liking)

•Read some books that are a little too hard for your child to read alone. These books can increase your child's vocabulary.

Strategy 2: as they begin to read:
Pause, Prompt, and Praise

Pause: Tutor delays attention to reader's errors for at least 5 seconds, or until the end of a sentence. (allows time for self-correction)

Prompt: When a reading error needs to be corrected, prompts, rather than corrections, are desirable. Prompts are clues that assists the reader to predict accurately the words in a paragraph or sentence being read.

What to do before giving the word to the reader.

1. Praise for stopping. Say, "You noticed something, Great!"

2. Check the picture and think about the story.

3. Think about what would make sense and get the word started. (see phonics rules)

4. Go back and read it again to make a good guess.

5. Check to see if your guess looks right and sounds right.

Praise: It is particularly important for praise to be given for self-correcting responses and correct responses following prompts.

Think-Alouds

Prior to Reading

What are my purposes for reading?
What do I already know about the topic?
What do I think I will learn?
What are my predictions?
Look at titles and chapter heading.

During Reading

Am I understanding?
Does this make sense?
Do I have a clear picture in my head?
Is this what I expected?
What can I do to increase my understanding?

After Reading

What are the most important points?
What new information did I learn?
How does it fit with what I already know?
Were my predictions correct?
Should I go back and reread?
How do I feel about the book?

Tips for Unknown Words for the **Reader.**

1. Look at the picture.
2. Think about what would make sense.
3. Read the sentence again and get your mouth ready.
4. Skip the word and read on.
5. Try to say more than the beginning letter. Look for the chunks you know.
6. Ask for help.

Think-Alouds

Prior to Reading

What are my purposes for reading?
What do I already know about the topic?
What do I think I will learn?
What are my predictions?
Look at titles and chapter heading.

During Reading

Am I understanding?
Does this make sense?
Do I have a clear picture in my head?
Is this what I expected?
What can I do to increase my understanding?

After Reading

What are the most important points?
What new information did I learn?
How does it fit with what I already know?
Were my predictions correct?
Should I go back and reread?
How do I feel about the book?

How Parents Can Help Children at Home with Reading

By spending 20-30 minutes a day at home, you can help your child improve in reading. Here are some simple activities you can do at home:

Word Study and Letter-Sound Relationships

Take the letters or a list of word patterns that your child is learning and play the following games to help them remember the patterns. For example: if your child is learning the short a pattern with "at" words: cat, fat, hat, mat, Nat, pat, rat, sat, and vat, do the following activities:

Air Writing: Have your child stand up and using his or her writing hand, write the letters using the large arm muscles in the air, while spelling the word aloud. Do this 5 times with eyes open and 5 times with closed eyes.

Flashlight Writing: Have your child use a flashlight to write the words on the wall or ceiling with the lights out. Have the child spell the word while writing with the flashlight.

Tactile Letters: Use cut out letters or letter tiles or foam or plastic letters and have the child spell the word patterns with them. Have the child copy on paper all the words he or she made.

Basketball Toss: Mount the words on a large sheet of paper and tape it to the wall. For each word, your child reads correctly, have them throw a foos ball or light foam ball into a waste paper basket or basketball hoop. Give the child a point for each word the child read correctly and one bonus point for each basket made. Add up the points. Decide on a certain number of points to give the child a prize or special privilege at home.

Ring Toss: Play the same game as basketball toss but use a ring toss game.

Golf Whiz: Play the same game as basketball toss, but let the child putt a ball into a hole or a cup.

Art Words: Have the child practice the words by painting the words with a paintbrush or finger paints, or draw them in rainbow colors with crayons or markers. Let them practice the list by making a picture with the words.

Glue writing: Have the child write the words in glue on paper, and then sprinkle sparkles or glitter or colored sand on the words to make an artistic picture with the words.

Stand-up writing: Put a large sheet of paper on a wall or flip chart. Have the child practice writing and reading the pattern word list by standing up and writing on the paper or flip chart.
Practice: Work with the same group of pattern words with the above activities until your child can read the list to you without errors.

Site B Parent Handbook (continued)

There is a gift
you can give your child that...
will never wear out,
will never go out of style,
costs only time,
has a value which will
only increase,
and creates a delight
that will last forever.
All this for only a few minutes
of daily reading with your child.

Site B Parent Handbook (continued)

Read Read Read

Read aloud to your child every day for 10 minutes.
- Choose books that interest your child.
- Read a variety of books: poetry, fiction, and nonfiction. Raed for information and just for fun.
- Use expression when reading. Make dialogue interesting.
- Share reading aloud. Alternate reading passages.
- Get children hooked on books by beginning a book and allowing them to finish on their own.

Encourage children to communicate what they know, feel, and think about books read.
- Allow your child to predict what might happen as you read.
- Provide pens, pencils, markers, and paper so your child can feelings and thoughts about what is read.

Make books available for your child.
- Put books in a place where your child can easily reach them.
- Visit bookstores and libraries.
- Give books as gifts.
- Carry books with you wherever you go. For example, doctors' offices, dentists' offices, and on trips, etc.

Site B Parent Handbook (continued)

Date	Name of Book	Author	I read the book to my child	We read the book together	My child read the book alone

Everyday Reading Opportunities!

Street Signs

Billboards

Restaurant Menus

Household Products

Food Containers

Television

School Buses

Mail

Store Fronts

Car License Plates

Newspapers

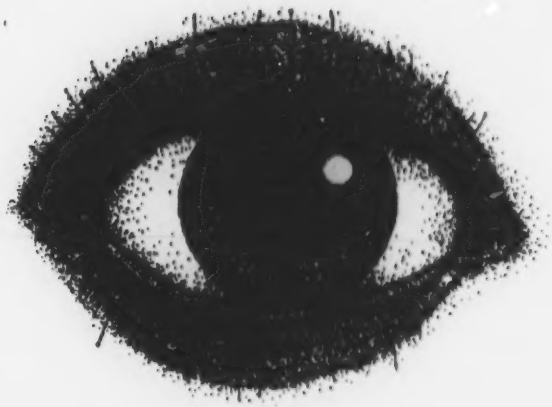
Magazines

Books

Ingredients on Food Packages

Parents Who Read!

Site B Parent Handbook (continued)



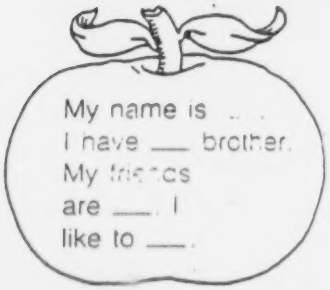
Eyes: Watch your child's eyes. Look for the following signs:

- He/she crossing their eyes as they read
- Eyes going up and down as they read
- Unable to cross the midline, and they have to turn their head to the left or right to read the opposite side of the page
- Squinting to see the page
- Rubbing eyes frequently
- Complaining that the letters are jumping
- Head going up and down as if following the jumping letters
- Holding the paper very far from the eyes
- Covering on eye to read
- Putting hands between eyes, over the nose bridge as if to separate the eyes

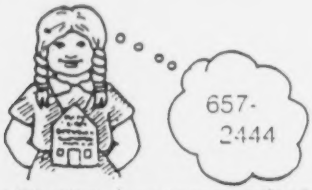
Fatigue: Watch for signs of fatigue in which the student yawns, puts head down in the middle of reading, closing eyes frequently, or complaining of being tired.

September Home Activities

American Indian Day fourth Friday in September



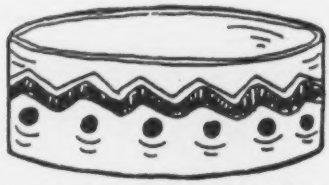
Help your teacher get to know you. Make a little book for your teacher in the shape of an apple. Tell her about your family, your friends, your hobbies, and what you want to learn in school this year. Take it to your teacher.



Make a little picture of your house on cardboard. Write your name, address and telephone number on it. Attach it to a string and wear it around your neck at home until you have memorized these important facts.

Have your mother help you measure how tall you are. Stand against a wall and let her make a mark. Measure it and keep it on the wall. Do it again at the end of the year to find out how much you have grown.

Label the things in your room in large print, such as chest, bed, chair, desk, picture, mirror, wall, chest of drawers, door, bathroom, lamp, etc.
Purpose: Increase child's sight vocabulary.



Make an Indian bowl out of papier-mâché. Select a straight-sided bowl or a paper carton. Rub Vaseline over entire outside of bowl. Tear paper towels or newspapers into 1- or 2-inch strips. Dip strips into liquid starch and lay over bowl on outside. Put on 4 layers, but allow each layer to dry before adding another. When dry, remove from bowl. Paint and decorate.

Purpose: Help children become more aware of Indian culture.

Help your mother get to know your teacher. Make a book about your new teacher. What does she look like? What does she like to do?

A Parents' Alphabet

A is for Arms, arms that hold and arms that support and arms that push when they have to.

B is for Books, which should abound in every home, and for Boredom, which can't stay long if books are there.

C is for the Children, and the Caring and the Crying which sometimes come together all at once.

D is for Doors, which you sometimes have to help them open and through which they have to go someday never to return unchanged, and for Discipline and Dignity, which you owe every child.

E is for Everything you hope for them, for the Easier you hope it will be for them, and for Education, which takes place at least as much at home as in school.

F is for Foolish mistakes you make with your kids, and for the Freedom they must have to make their own.

G is for Grandparents, who can add tradition and wisdom to children's lives, and for Growth, which parents and kids can experience together.

H is for Home, which is only sometimes a house, where a child feels wanted and loved.

I is for Ignorance, which darkens the world and is sometimes mistaken for Innocence.

J is for Jealousy, which creeps into so many relationships, and for Joy, which can push it out.

K is for Kickball, and tag and hide-and-seek and all those other adult-less games kids need to play, and for Kissing, and hugging, which nobody does enough of.

L is for Love, of course.

M is for the Memory all parents have of what childhood was like for them, and for Money, which can never substitute for love no matter how lavishly given, and for Manners, which make living easier.

N is for Nurturing, the giving of love and care which only sometimes comes naturally.

O is for Occupation, which takes so much of your time, and for the Openness which exists when kids and parents really work at it.

P is for Presents, which are easy to give, and for Presence, which is harder, and for Parenthood, which is only partly a biological function, and for the Patience it takes to see you through it.

Q is for questions, which are so easy to turn off and so hard to turn back on.

R is for Rest, which it seems never comes while the kids are young, and for Reward, which you get when you look in their faces or hold their hands.

S is for Summer, which seems endless, and for School, where you ought to feel welcome for the Stories you know but seldom tell; and for Shoulders, which sometimes are drenched with tears.

T is for Time, which there never seems to be enough of, and for Teachers who try to understand.

U is for the Upper hand which you try so hard to keep, and for the Understanding that you try so hard to have.

V is for the Virtue of overcoming all those roadblocks life seems to throw just when everything's going well.

W is for the Whys, which can drive you up the wall, and the Wisdom it takes to answer them.

X is for the X ray of the broken bone you both cried over, and for the Xtra love it takes to be a parent.

Y is for Yelling, which helps only temporarily, and for being Young, which is only partly a matter of years.

Z is for the end, the end of alphabets, the end of childhood, but never the end of love.

Caldecott Books

	Title	Author
1997	Golem	Wisniewski
1996	Officer Buckle and Gloria	Rathman
1995	Smoky Night	Eve Bunting
1994	Grandfather's Journey	Allen Say
1993	Mirette on the Highwire	Emily McCully
1992	Tuesday	David Weisner
1991	Black and White	David Macaulay
1990	Lon Po Po: A Red Riding Hood Story	Ed Young
1989	Song and Dance Man	Stephen Gammell
1988	Owl Moon	Jane Yolen
1987	Hey Al	Arthur Yorinks
1986	The Polar Express	Chris Van Allsburg
1985	Saint George and the Dragon	Margaret Hodges
1984	The Glorious Flight	Alice and Martin Provensen
1983	Shadow	Blaise Cendrars
1982	Jumanji	Chris Van Allsburg
1981	Fables	Arnold Lobel
1980	Ox Cart Man	Donald Hall
1979	The Girl Who Loved Wild Horses	Paul Goble
1978	Noah's Ark	Peter Spier
1977	Ashanti to Zulu	Margaret Musgrove
1976	Why Mosquitoes Buzz in People's Ears	Verna Aardema
1975	Arrow to the Sun	Gerald McDermott
1974	Duffy and the Devil	Harve Zemach
1973	The Funny Little Woman	Arlene Mosel
1972	One Fine Day	Nonny Hogrogian
1971	A Story A Story	Gail E. Haley
1970	Sylvester and the Magic Pebble	William Steig
1969	The Fool of the World and the Flying Ship	Arthur Ransome
1968	Drummer Hoff	Barbara Emberley
1967	Sam, Bangs, and Moonshine	Evaline Ness
1966	Always Room for One More	Sorche Nic Leodhas
1965	May I Bring a Friend?	Beatrice de Regniers
1964	Where the Wild Things Are	Maurice Sendak
1963	The Snow Day	Ezra Jack Keats
1962	Once a Mouse	Marcia Brown
1961	Baboushka and the Three Kings	Ruth Robbins
1960	Nine Days to Christmas	Marie Hall and Ets & Labastida
1959	Chanticleer and the Fox	Barbara Cooney
1958	Time of Wonder	Robert McCloskey

Site B Parent Handbook (continued)

1957	A Tree is Nice	Janice Udry
1956	A Frog Went A-Courtin'	John Langstaff
1955	Cinderella, or the Little Glass Slipper	Charles Perrault
1954	Madeline's Rescue	Ludwig Bemelmans
1953	The Biggest Bear	Lynd Ward
1952	Finders Keepers	William Lipkind
1951	The Egg Tree	Katherine Milhous
1950	Song of the Swallows	Leo Politi
1949	The Big Snow	Berta and Elmer Hader
1948	White Snow, Bright Snow	Alvin Tresselt
1947	The Little Island	Margaret Wise Brown
1946	The Rooster Crows	Maud and Miska Petersham
1945	Prayer for a Child	Rachel Field
1944	Many Moons	James Thurber
1943	The Little House	Virginia Lee Burton
1942	Make Way for the Ducklings	Robert McCloskey
1941	They Were Strong and Good	Robert Lawson
1940	Abraham Lincoln	Ingri and Edgar Parin d'Aulair
1939	Mei Lei	Thomas Handforth
1938	Animals of the Bible	Helen Dean Fish
1937	Four and Twenty Blackbirds	Helen Dean Fish

Table 3.1
Predictable Books

A bibliography of predictable books

Adams, Pam. *This Old Man*. New York, N.Y.: Grossett and Dunlap, 1974.

Alain. *One, Two, Three, Going to Sea*. New York, N.Y.: Scholastic, 1964.

Aliki. *Go Tell Aunt Rhody*. New York, N.Y.: Macmillan, 1974.

Aliki. *Hush Little Baby*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Aliki. *My Five Senses*. New York, N.Y.: Thomas Y. Crowell, 1962.

Asch, Frank. *Monkey Face*. New York, N.Y.: Parents' Magazine Press, 1977.

Baltan, Lorna. *The Animal*. Nashville, Tenn.: Abingdon Press, 1972.

Baltan, Lorna. *Where in the World Is Henry?* Scarsdale, N.Y.: Bradbury Press, 1972.

Barohas, Sarah E. *I Was Walking Down the Road*. New York, N.Y.: Scholastic, 1975.

Baum, Arline, and Joseph Baum. *One Bright Monday Morning*. New York, N.Y.: Random House, 1962.

Becker, John. *Seven Little Rabbits*. New York, N.Y.: Scholastic, 1973.

Beckman, Kaj. *Lisa Cannot Sleep*. New York, N.Y.: Franklin Watts, 1969.

Beliah, Melanie. *A First Book of Sounds*. Racine, Wis.: Golden Press, 1963.

Bonne, Rose, and Alan Mills. *I Know an Old Lady*. New York, N.Y.: Rand McNally, 1961.

Brand, Oscar. *When I First Came to This Land*. New York, N.Y.: Putnam's Sons, 1974.

Brandenberg, Franz. *I Once Knew a Man*. New York, N.Y.: Macmillan, 1970.

Brown, Marcia. *The Three Billy Goats Gruff*. New York, N.Y.: Harcourt Bruce Jovanovich, 1957.

Brown, Margaret Wise. *Four Fur Feet*. New York, N.Y.: William R. Scott, 1961.

Brown, Margaret Wise. *Goodnight Moon*. New York, N.Y.: Harper and Row, 1947.

Brown, Margaret Wise. *Home for a Bunny*. Racine, Wis.: Golden Press, 1956.

Brown, Margaret Wise. *Where Have You Been?* New York, N.Y.: Scholastic, 1952.

The Bus Ride, illustrated by Justin Wager. New York, N.Y.: Scott, Foresman, 1971.

Carle, Eric. *The Grouchy Ladybug*. New York, N.Y.: Thomas Y. Crowell, 1977.

Carle, Eric. *The Mixed Up Chameleon*. New York, N.Y.: Thomas Y. Crowell, 1975.

Carle, Eric. *The Very Hungry Caterpillar*. Cleveland, Ohio: Collins World, 1969.

Charlip, Remy. *Fortunately*. New York, N.Y.: Parents' Magazine Press, 1964.

Charlip, Remy. *What Good Luck! What Bad Luck!* New York, N.Y.: Scholastic, 1969.

Cook, Bernadine. *The Little Fish that Got Away*. Reading, Mass.: Addison-Wesley, 1976.

de Regniers, Beatrice Schenk. *Catch a Little Fox*. New York, N.Y.: Seabury Press, 1970.

de Regniers, Beatrice Schenk. *The Day Everybody Cried*. New York, N.Y.: The Viking Press, 1967.

de Regniers, Beatrice Schenk. *How Joe the Bear and Sam the Mouse Got Together*. New York, N.Y.: Parents' Magazine Press, 1965.

de Regniers, Beatrice Schenk. *The Little Book*. New York, N.Y.: Henry Z. Walck, 1961.

de Regniers, Beatrice Schenk. *May I Bring a Friend?* New York, N.Y.: Atheneum, 1972.

de Regniers, Beatrice Schenk. *Willy O'Dwyer Jumped in the Fire*. New York, N.Y.: Atheneum, 1968.

Domanska, Janina. *If All the Seas Were One Sea*. New York, N.Y.: Macmillan, 1971.

Duff, Maggie. *Jonny and His Drum*. New York, N.Y.: Henry Z. Walck, 1972.

Duff, Maggie. *Rum Pum Pum*. New York, N.Y.: Macmillan, 1978.

Emberley, Barbara. *Simon's Song*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Emberly, Ed. *Klippity Klop*. Boston, Mass.: Little, Brown 1974.

Ets, Marie Hall. *Elephant in a Well*. New York, N.Y.: The Viking Press, 1972.

Ets, Marie Hall. *Play with Me*. New York, N.Y.: The Viking Press, 1955.

Fluck, Marjorie. *Ask Mr. Bear*. New York, N.Y.: Macmillan, 1932.

Galdone, Paul. *Henny Penny*. New York, N.Y.: Scholastic, 1968.

Galdone, Paul. *The Little Red Hen*. New York, N.Y.: Scholastic, 1973.

Galdone, Paul. *The Three Bears*. New York, N.Y.: Scholastic, 1972.
Galdone, Paul. *The Three Billy Goats Gruff*. New York, N.Y.: Seabury Press, 1973.
Galdone, Paul. *The Three Little Pigs*. New York, N.Y.: Seabury Press, 1970.
Ginsburg, Mirra. *The Chick and the Duckling*. New York, N.Y.: Macmillan, 1972.
Greenberg, Polly. *Oh Lord, I Wish I Was a Buzzard*. New York, N.Y.: Macmillan, 1968.
Hoffman, Hilde. *The Green Grass Grows All Around*. New York, N.Y.: Macmillan, 1968.
Hutchins, Pat. *Good-Night Owl*. New York, N.Y.: Macmillan, 1972.
Hutchins, Pat. *Rosie's Walk*. New York, N.Y.: Macmillan, 1968.
Hutchins, Pat. *Titch*. New York, N.Y.: Collier Books, 1971.
Keats, Ezra Jack. *Over in the Meadow*. New York, N.Y.: Scholastic, 1971.
Kent, Jack. *The Fat Cat*. New York, N.Y.: Scholastic, 1971.
Klein, Lenore. *Brave Daniel*. New York, N.Y.: Scholastic, 1958.
Kraus, Robert. *Whose Mouse Are You?* New York, N.Y.: Collier Books, 1970.
Langstaff, John. *Frog Went A-Courtin'*. New York, N.Y.: Harcourt Brace Jovanovich, 1955.
Langstaff, John. *Gather My Gold Together: Four Songs for Four Seasons*. Garden City, N.Y.: Doubleday, 1971.
Langstaff, John. *Oh, A-Hunting We Will Go*. New York, N.Y.: Atheneum, 1974.
Langstaff, John. *Over in the Meadow*. New York, N.Y.: Harcourt Brace Jovanovich, 1957.
Laurence, Ester. *We're Off to Catch a Dragon*. Nashville, Tenn.: Abingdon Press, 1969.
Lexau, Joan. *Crocodile and Hen*. New York, N.Y.: Harper and Row, 1969.
Lobel, Anita. *King Rooster, Queen Hen*. New York, N.Y.: Greenwillow, 1975.
Lobel, Arnold. *A Treeful of Pigs*. New York, N.Y.: Greenwillow, 1979.
Mack, Stan. *10 Bears in My Bed*. New York, N.Y.: Pantheon, 1974.
Martin, Bill. *Brown Bear, Brown Bear*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Martin, Bill. *Fire! Fire! Said Mrs. McGuire*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Mayer, Mercer. *If I Had . . .* New York, N.Y.: Dial Press, 1968.
Mayer, Mercer. *Just for You*. New York, N.Y.: Golden Press, 1975.
McGovern, Ann. *Too Much Noise*. New York, N.Y.: Scholastic, 1967.
Memling, Carl. *Ten Little Animals*. Racine, Wis.: Golden Press, 1961.
Moffett, Martha. *A Flower Pot Is Not a Hat*. New York, N.Y.: E.P. Dutton, 1972.
Peppe, Rodney. *The House that Jack Built*. New York, N.Y.: Delacorte, 1970.
Polushkin, Maria. *Mother, Mother, I Want Another*. New York, N.Y.: Crown Publishers, 1978.
Preston, Edna Mitchell. *Where Did My Mother Go?* New York, N.Y.: Four Winds Press, 1978.
Quackenbush, Robert. *She'll Be Comin' Round the Mountain*. Philadelphia, Pa.: J.B. Lippincott, 1973.
Quackenbush, Robert. *Skip to My Lou*. Philadelphia, Pa.: J.B. Lippincott, 1975.
Rokoff, Sandra. *Here Is a Cat*. Singapore: Hallmark Children's Editions, no date.
Scheer, Julian, and Marvin Bileck. *Rain Makes Applesauce*. New York, N.Y.: Holiday House, 1964.
Scheer, Julian, and Marvin Bileck. *Upside Down Day*. New York, N.Y.: Holiday House, 1968.
Sendak, Maurice. *Where the Wild Things Are*. New York, N.Y.: Scholastic, 1963.
Shaw, Charles B. *It Looked Like Spilt Milk*. New York, N.Y.: Harper and Row, 1947.
Shulevitz, Uri. *One Monday Morning*. New York, N.Y.: Scribner's, 1967.
Skaar, Grace. *What Do the Animals Say?* New York, N.Y.: Scholastic, 1972.
Sonneborn, Ruth A. *Someone Is Eating the Sun*. New York, N.Y.: Random House, 1974.
Spier, Peter. *The Fox Went Out on a Chilly Night*. Garden City, N.Y.: Doubleday, 1961.
Stover, JoAnn. *If Everybody Did*. New York, N.Y.: David McKay, 1960.
Tolstoy, Alexei. *The Great Big Enormous Turnip*. New York, N.Y.: Franklin Watts, 1968.
Welber, Robert. *Goodbye, Hello*. New York, N.Y.: Pantheon, 1974.
Wildsmith, Brian. *The Twelve Days of Christmas*. New York, N.Y.: Franklin Watts, 1972.
Wolkstein, Diane. *The Visit*. New York, N.Y.: Alfred A. Knopf, 1977.

Wondriska, William. *All the Animals Were Angry*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Zaid, Barry. *Chicken Little*. New York, N.Y.: Random House, no date.
Zemach, Harve. *The Judge*. New York, N.Y.: Farrar, Straus and Giroux, 1969.
Zemach, Margot. *Hush, Little Baby*. New York, N.Y.: E.P. Dutton, 1976.
Zemach, Margot. *The Teeny Tiny Woman*. New York, N.Y.: Scholastic, 1965.
Zolotow, Charlotte. *Do You Know What I'll Do?* New York, N.Y.: Harper and Row, 1958.

From L. K. Rhodes. (1981). I can read! Predictable books as resources for reading and writing instruction. *The Reading Teacher, 34*, 511–518.

Parents are Partners

Motivate with Magazines

Magazines can be great reading motivators! If your students' parents ask for gift or reading suggestions, encourage them to subscribe to magazines for their child.

A complete list of periodicals can be found in the Children's Magazine Guide. This is a subject index to children's magazines. It can be found in the reference section of the public library.

Here are some suggested magazines for children ages 7-12.

Koala Club News
Zoological Society of San Diego
P.O. Box 551
San Diego, CA 92112

Highlights for Children
2300 W. 5th Ave.
P.O. Box 269
Columbus, OH 43216-0269

Cricket: The Magazine for Children
Carus Corporation
Box 300 315 5th Street
Peru, IL 61354

Humpty Dumpty's Magazine
Children's Better Health Institute
1100 Waterway Blvd—Box 567
Indianapolis, IN 46206

WORLD
National Geographic Society
17th and M Streets N.W.
Washington, D.C. 20036

3-2-1- Contact
Children's Television Workshop
P.O. Box 50351
Boulder, CO 80322-3051

Zoobooks
Wildlife Education Association
3590 Kettner Blvd.
San Diego, CA 92101-1139

Child Life
Children's Better Health Institute
1100 Waterway Blvd Box 567 B
Indianapolis, IN 46202

Cobblestone:History Magazine
Cobblestone Publishing Inc.
20 Grove Street
Peterborough, NH 03458

U.S. Kids
Weekly Reader Magazine
P.O. Box 8957
Boulder, CO 80322

Ranger Rick
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184-0001

Plays—Drama Magazine
PLAYS Inc.
120 Boylston St.
Boston, MA 02116

Site B Parent Handbook (continued)

Parent Journal

Week of _____

Pluses:

Minuses:

What you found interesting:

Observations

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Tips for Parents...How You Can Help!

There are some things parents can do that will help make learning easier. Energy is needed to pay attention and listen or work. Parents can make sure their child eats good foods in the morning before school, at lunch, and at night so there is energy for learning. The can also make sure children get enough sleep at night to keep them wide awake in school. Tired, sleepy children do not have the energy to pay attention, listen, or work.

Guidelines for Parents When Working With Their Children

1. Do not compare your child with a brother or sister or with other children. Since children learn at different rates and are good at different subjects, sports, or activities, comparing them is unfair.

2. Be patient, supportive and encouraging. Remember, learning takes time and progress can be slow. An activity that is easy for an adult may be very hard for a child. Children need patience. They should receive enough help so they can be successful and enough encouragement so they will keep trying. They also need to feel safe about asking questions.

3. Make your child aware of improvement . Reward achievement. Be sure to let your child know you are proud of progress made.

4. Try not to show disappointment if your child does not do as well as you would like. Avoid criticizing and continue to encourage. Look for your child;s strengths.

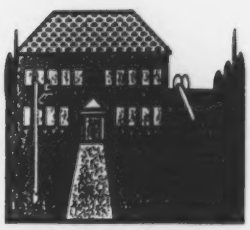
5. Take breaks. If a child gets too frustrated or hits the point where she or he can no longer concentrate, take a break.

6. Encourage independence in doing homework. Encourage your child to read directions independently but be there to help if instructions are not understood. Parents should encourage, guide and support children while they are doing homework, but they should not do the homework for the child.

7. Build your child's self-esteem. Children need to believe in themselves. They need to know when they have done a good job and be encouraged to keep trying when progress is slow. Parents are a child's first teacher, supporter and confidence builder.

8. Have a positive attitude toward school. Problems that you may have with your child's teacher should not be discussed with or in front of the child. Instead, emphasize the importance of regular attendance at school, listening carefully in school, and learning. If there is a problem, make an appointment to speak privately with the teacher.

Site B Parent Handbook (continued)



How Schools Benefit from Parental Involvement

Students

- Achievement
- Motivation and attitudes towards school, homework, and teachers
- Behavior
- Attendance
- Self-concept
- Communication with teachers and parents

Teachers

- Morale (self-esteem)
- Teaching effectiveness
- Job satisfaction
- Communication with students, parents, families, and communities
- Community support of schools

Parents

- Communication and relation with children and teachers
- Self-esteem
- Attitude toward school and school personnel
- Support for the school

Appendix C
Site C Parent Handbook

Parental Involvement has been defined as "any interaction between a parent and child that may contribute to the child's development or to direct parent participation with a child's school in the interest of the child" (Reynolds, 1992)

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

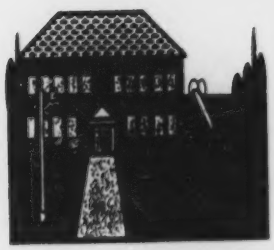
One was a teacher-the tools he used
Were books, music, and art.
The other, a parent worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.

And when at last, their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school
And behind the teacher, the home

Site C Parent Handbook (continued)



How Schools Benefit from Parental Involvement

Students

- Achievement
- Motivation and attitudes towards school, homework, and teachers
- Behavior
- Attendance
- Self-concept
- Communication with teachers and parents

Teachers

- Morale (self-esteem)
- Teaching effectiveness
- Job satisfaction
- Communication with students, parents, families, and communities
- Community support of schools

Parents

- Communication and relation with children and teachers
- Self-esteem
- Attitude toward school and school personnel
- Support for the school

There is a gift
you can give your child that...
will never wear out,
will never go out of style,
costs only time,
has a value which will increase,
and creates delight
which will last forever.
All this for only a few minutes
a day of reading with your child.

Site C Parent Handbook (continued)

Tips for Parents...How You Can Help!

There are some things parents can do that will help make learning easier. Energy is needed to pay attention and listen or work. Parents can make sure their child eats good foods in the morning before school, at lunch, and at night so there is energy for learning. The can also make sure children get enough sleep at night to keep them wide awake in school. Tired, sleepy children do not have the energy to pay attention, listen, or work.

Guidelines for Parents When Working With Their Children

1. Do not compare your child with a brother or sister or with other children. Since children learn at different rates and are good at different subjects, sports, or activities, comparing them is unfair.

2. Be patient, supportive and encouraging. Remember, learning takes time and progress can be slow. An activity that is easy for an adult may be very hard for a child. Children need patience. They should receive enough help so they can be successful and enough encouragement so they will keep trying. They also need to feel safe about asking questions.

3. Make your child aware of improvement . Reward achievement. Be sure to let your child know you are proud of progress made.

4. Try not to show disappointment if your child does not do as well as you would like. Avoid criticizing and continue to encourage. Look for your child's strengths.

5. Take breaks. If a child gets too frustrated or hits the point where she or he can no longer concentrate, take a break.

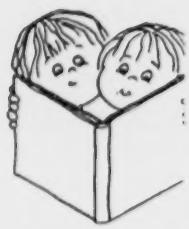
6. Encourage independence in doing homework. Encourage your child to read directions independently but be there to help if instructions are not understood. Parents should encourage, guide and support children while they are doing homework, but they should not do the homework for the child.

7. Build your child's self-esteem. Children need to believe in themselves. They need to know when they have done a good job and be encouraged to keep trying when progress is slow. Parents are a child's first teacher, supporter and confidence builder.

8. Have a positive attitude toward school. Problems that you may have with your child's teacher should not be discussed with or in front of the child. Instead, emphasize the importance of regular attendance at school, listening carefully in school, and learning. If there is a problem, make an appointment to speak privately with the teacher.

Site C Parent Handbook (continued)

Reading Strategies to Use With Your Child



Strategy 1: **Reading Aloud**

Should I?

- Children learn to read by being read to.
- Children learn to read by reading.
- Children that know books are fun want to learn to read.
- Children that think they can read are confident enough to try.

How to's:

1. Choose a variety books that you feel your child will enjoy. Read the book prior to reading to your child.

2. Hold or sit close to your child. Make reading time warm and fun.

3. Call attention to the front cover of the book and point out the title and picture. Ask your child what he/she thinks the book is about.

4. Hold the book so your child can see the print. Point to the words as you read. Beginning readers must see where to begin, which way to go, and what a word is.

5. Ask questions when applicable: (For example)
   What do you think happens next?
   How does that make you feel?
   What do you think about the way they acted?
   What would you do?
   What did this mean?

6. Read and reread a favorite book, over and over and over

7. When the story is almost memorized, share the act of reading by encouraging your child to chime in or take turn reading the pages in the story.

8. Ask your child to retell the story. Help, if needed. (What happened at the beginning, middle, and end) Aim for understanding....not word perfect wording!

Tips to make your read-aloud time at home more successful:

• Make reading aloud a priority. Plan for it. Set time aside for it and then just do it.

•Read books you and your child will enjoy. (They will sense your boredom if the book you choose is not one of your liking)

•Read some books that are a little too hard for your child to read alone. These books can increase your child's vocabulary.

Strategy 2: as they begin to read:
Pause, Prompt, and Praise

Pause: Tutor delays attention to reader's errors for at least 5 seconds, or until the end of a sentence. (allows time for self-correction)

Prompt: When a reading error needs to be corrected, prompts, rather than corrections, are desirable. Prompts are clues that assists the reader to predict accurately the words in a paragraph or sentence being read.

What to do before giving the word to the reader.

1. Praise for stopping. Say, "You noticed something, Great!"

2. Check the picture and think about the story.

3. Think about what would make sense and get the word started. (see phonics rules)

4. Go back and read it again to make a good guess.

5. Check to see if your guess looks right and sounds right.

Praise: It is particularly important for praise to be given for self-correcting responses and correct responses following prompts.

Phonics

DEFINITIONS AND RULES

The **vowels** are **a, i, u, o, e,** and sometimes **y** and **w.**

The **consonants** are the remaining letters and usually **y** and **w.**

A **consonant blend** consists of two or more consonants sounded together in such a way that each is heard—**black, train, cry, swim, spring, fast, lamp.**

A **consonant digraph** consists of two consonants that together represent one sound—**when, thin, this, church, sheep, pack, know, write.**

A **vowel digraph** is a double vowel that does not follow Long-Vowel Rule I—**school, book, bread, auto, yawn, eight.**

A **diphthong** consists of two vowels blended together to form a compound speech sound—**cloud, boy, oil, cow, new.**

Short-Vowel Rule: If a word or syllable has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short—**am, is, bag, fox.**

Long-Vowel Rule I: If a one-part word or syllable has two vowels, the first vowel is usually long and the second is silent—**rain, kite, cane, jeep, ray.**

Long-Vowel Rule II: If a word or syllable has one vowel and it comes at the end of the word or syllable, the vowel is usually long—**we, go, cupid, pony.**

Y As a Vowel Rule:

1) If **Y** is the only vowel at the end of a one-syllable word, **Y** has the sound of long **I—fly, try, by.**
2) If **Y** is the only vowel at the end of a word of more than one syllable, **Y** usually has a sound almost like long **E—silly, funny, baby.**

Soft C and G Rule: When **c** or **g** is followed by **e, i,** or **y,** it is usually soft—**ice, city, change, gym.**

OTHER HELPFUL DEFINITIONS AND RULES

A **compound word** is a word made up of two or more words—**dog house, sand box, milk man.**

A **base word** is a word to which a prefix or suffix may be added to form a new word—**print, pack, like.**

A **suffix** is an addition made at the end of a base word to change the meaning of the word or how it is used—**printer, darkness, helpful.**

A **prefix** is a syllable that is added to the beginning of a base word to change its meaning or form a new word—**reprint, unpack, dislike.**

To make a word mean more than one:

1) Usually add **s—cats, dogs, kites.**
2) If a word ends in **x, z, ss, sh,** or **ch,** usually add **es—foxes, dresses, peaches.**
3) If a word ends in **y** preceded by a consonant, change the **y** to **i** and add **es—flies, fairies,** babies.

To add other suffixes:

1) When a short-vowel word ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel—**running, hummed, batter.**
2) When a word ends in silent **e,** drop the **e** before adding a suffix that begins with a vowel—**baking, taped, latest.**
3) When a word ends in **y** preceded by a consonant, change the **y** to **i** before adding a suffix other than **ing.—cried, crying, happily, funnier, ponies,** trying.

Understanding and Improving Home/School Literacy

(6 Points)

1. All families offer children knowledge of reading and writing...just the forms are different.
2. Having all kinds of reading and writing matter easily accessible to children is an important aspect of reading and literacy development.
3. Attitudes expressed by family members in the home toward reading and writing have an impact on children's learning.
4. Children learn language that is meaningful and functional to them.
5. Children should not be penalized by the school for coming from a home where more practical, less literary forms of reading and writing are valued and used.
6. Children's oral language and the extension of what they already know about literacy should be the foundation on which school reading and writing programs are built.

Goodman, Haussler. *Literacy Development in the Home and Community*

Everyday Reading Activities and Opportunities

Everyday Reading Activities

In the kitchen...while baking cookies lay out all the ingredients that are labeled. Have your child find the ingredients as you add them.

In the car...challenge your child to find a license plate that begins with every letter of the alphabet.

On the road...find a item on a billboard or road sign that rhymes with a word of your choice!

At home...have your child help you write the grocery list- copy word from package or spell the word for your child.

At the supermarket...tell your child what items are needed and let them find the items on the shelf.

Before supper...give your child the mail and ask them to distribute letters to the other members of the family.

In the newspaper...read the comics together

Everyday Reading Opportunities!

Street Signs

Billboards

Restaurant Menus

Household Products

Food Containers

Television

School Buses

Mail

Store Fronts

Car License Plates

Newspapers

Magazines

Books

Ingredients on Food Packages

Parents Who Read!

Caldecott Books

Title	Author
1997 Golem	Wisniewski
1996 Officer Buckle and Gloria	Rathman
1995 Smoky Night	Eve Bunting
1994 Grandfather's Journey	Allen Say
1993 Mirette on the Highwire	Emily McCully
1992 Tuesday	David Weisner
1991 Black and White	David Macaulay
1990 Lon Po Po: A Red Riding Hood Story	Ed Young
1989 Song and Dance Man	Stephen Gammell
1988 Owl Moon	Jane Yolen
1987 Hey Al	Arthur Yorinks
1986 The Polar Express	Chris Van Allsburg
1985 Saint George and the Dragon	Margaret Hodges
1984 The Glorious Flight	Alice and Martin Provensen
1983 Shadow	Blaise Cendrars
1982 Jumanji	Chris Van Allsburg
1981 Fables	Arnold Lobel
1980 Ox Cart Man	Donald Hall
1979 The Girl Who Loved Wild Horses	Paul Goble
1978 Noah's Ark	Peter Spier
1977 Ashanti to Zulu	Margaret Musgrove
1976 Why Mosquitoes Buzz in People's Ears	Verna Aardema
1975 Arrow to the Sun	Gerald McDermott
1974 Duffy and the Devil	Harve Zemach
1973 The Funny Little Woman	Arlene Mosel
1972 One Fine Day	Nonny Hogrogian
1971 A Story A Story	Gail E. Haley
1970 Sylvester and the Magic Pebble	William Steig
1969 The Fool of the World and the Flying Ship	Arthur Ransome
1968 Drummer Hoff	Barbara Emberley
1967 Sam, Bangs, and Moonshine	Evaline Ness
1966 Always Room for One More	Sorche Nic Leodhas
1965 May I Bring a Friend?	Beatrice de Regniers
1964 Where the Wild Things Are	Maurice Sendak
1963 The Snow Day	Ezra Jack Keats
1962 Once a Mouse	Marcia Brown
1961 Baboushka and the Three Kings	Ruth Robbins
1960 Nine Days to Christmas	Marie Hall and Ets & Labastida
1959 Chanticleer and the Fox	Barbara Cooney
1958 Time of Wonder	Robert McCloskey

Site C Parent Handbook (continued)

1957	A Tree is Nice	Janice Udry
1956	A Frog Went A-Courtin'	John Langstaff
1955	Cinderella, or the Little Glass Slipper	Charles Perrault
1954	Madeline's Rescue	Ludwig Bemelmans
1953	The Biggest Bear	Lynd Ward
1952	Finders Keepers	William Lipkind
1951	The Egg Tree	Katherine Milhous
1950	Song of the Swallows	Leo Politi
1949	The Big Snow	Berta and Elmer Hader
1948	White Snow, Bright Snow	Alvin Tresselt
1947	The Little Island	Margaret Wise Brown
1946	The Rooster Crows	Maud and Miska Petersham
1945	Prayer for a Child	Rachel Field
1944	Many Moons	James Thurber
1943	The Little House	Virginia Lee Burton
1942	Make Way for the Ducklings	Robert McCloskey
1941	They Were Strong and Good	Robert Lawson
1940	Abraham Lincoln	Ingri and Edgar Parin d'Aulair
1939	Mei Lei	Thomas Handforth
1938	Animals of the Bible	Helen Dean Fish
1937	Four and Twenty Blackbirds	Helen Dean Fish

Table 3.1
Predictable Books

A bibliography of predictable books

Adams, Pam. *This Old Man*. New York, N.Y.: Grossett and Dunlap, 1974.

Alain. *One, Two, Three, Going to Sea*. New York, N.Y.: Scholastic, 1964.

Aliki. *Go Tell Aunt Rhody*. New York, N.Y.: Macmillan, 1974.

Aliki. *Hush Little Baby*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Aliki. *My Five Senses*. New York, N.Y.: Thomas Y. Crowell, 1962.

Asch, Frank. *Monkey Face*. New York, N.Y.: Parents' Magazine Press, 1977.

Balian, Lorna. *The Animal*. Nashville, Tenn.: Abingdon Press, 1972.

Balian, Lorna. *Where in the World Is Henry?* Scarsdale, N.Y.: Bradbury Press, 1972.

Barohas, Sarah E. *I Was Walking Down the Road*. New York, N.Y.: Scholastic, 1975.

Baum, Arline, and Joseph Baum. *One Bright Monday Morning*. New York, N.Y.: Random House, 1962.

Becker, John. *Seven Little Rabbits*. New York, N.Y.: Scholastic, 1973.

Beckman, Kaj. *Lisa Cannot Sleep*. New York, N.Y.: Franklin Watts, 1969.

Beliah, Melanie. *A First Book of Sounds*. Racine, Wis.: Golden Press, 1963.

Bonne, Rose, and Alan Mills. *I Know an Old Lady*. New York, N.Y.: Rand McNally, 1961.

Brand, Oscar. *When I First Came to This Land*. New York, N.Y.: Putnam's Sons, 1974.

Brandenberg, Franz. *I Once Knew a Man*. New York, N.Y.: Macmillan, 1970.

Brown, Marcia. *The Three Billy Goats Gruff*. New York, N.Y.: Harcourt Brace Jovanovich, 1957.

Brown, Margaret Wise. *Four Fur Feet*. New York, N.Y.: William R. Scott, 1961.

Brown, Margaret Wise. *Goodnight Moon*. New York, N.Y.: Harper and Row, 1947.

Brown, Margaret Wise. *Home for a Bunny*. Racine, Wis.: Golden Press, 1956.

Brown, Margaret Wise. *Where Have You Been?* New York, N.Y.: Scholastic, 1952.

The Bus Ride, illustrated by Justin Wager. New York, N.Y.: Scott, Foresman, 1971.

Carle, Eric. *The Grouchy Ladybug*. New York, N.Y.: Thomas Y. Crowell, 1977.

Carle, Eric. *The Mixed Up Chameleon*. New York, N.Y.: Thomas Y. Crowell, 1975.

Carle, Eric. *The Very Hungry Caterpillar*. Cleveland, Ohio: Collins World, 1969.

Charlip, Remy. *Fortunately*. New York, N.Y.: Parents' Magazine Press, 1964.

Charlip, Remy. *What Good Luck! What Bad Luck!* New York, N.Y.: Scholastic, 1969.

Cook, Bernadine. *The Little Fish that Got Away*. Reading, Mass.: Addison-Wesley, 1976.

de Regniers, Beatrice Schenk. *Catch a Little Fox*. New York, N.Y.: Seabury Press, 1970.

de Regniers, Beatrice Schenk. *The Day Everybody Cried*. New York, N.Y.: The Viking Press, 1967.

de Regniers, Beatrice Schenk. *How Joe the Bear and Sam the Mouse Got Together*. New York, N.Y.: Parents' Magazine Press, 1965.

de Regniers, Beatrice Schenk. *The Little Book*. New York, N.Y.: Henry Z. Walck, 1961.

de Regniers, Beatrice Schenk. *May I Bring a Friend?* New York, N.Y.: Atheneum, 1972.

de Regniers, Beatrice Schenk. *Willy O'Dwyer Jumped in the Fire*. New York, N.Y.: Atheneum, 1968.

Domanska, Janina. *If All the Seas Were One Sea*. New York, N.Y.: Macmillan, 1971.

Duff, Maggie. *Jonny and His Drum*. New York, N.Y.: Henry Z. Walck, 1972.

Duff, Maggie. *Rum Pum Pum*. New York, N.Y.: Macmillan, 1978.

Emberley, Barbara. *Simon's Song*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Emberly, Ed. *Klippity Klop*. Boston, Mass.: Little, Brown, 1974.

Ets, Marie Hall. *Elephant in a Well*. New York, N.Y.: The Viking Press, 1972.

Ets, Marie Hall. *Play with Me*. New York, N.Y.: The Viking Press, 1955.

Flack, Marjorie. *Ask Mr. Bear*. New York, N.Y.: Macmillan, 1932.

Galdone, Paul. *Henny Penny*. New York, N.Y.: Scholastic, 1968.

Galdone, Paul. *The Little Red Hen*. New York, N.Y.: Scholastic, 1973.

Galdone, Paul. *The Three Bears*. New York, N.Y.: Scholastic, 1972.
Galdone, Paul. *The Three Billy Goats Gruff*. New York, N.Y.: Seabury Press, 1973.
Galdone, Paul. *The Three Little Pigs*. New York, N.Y.: Seabury Press, 1970.
Ginsburg, Mirra. *The Chick and the Duckling*. New York, N.Y.: Macmillan, 1972.
Greenberg, Polly. *Oh Lord, I Wish I Was a Buzzard*. New York, N.Y.: Macmillan, 1968.
Hoffman, Hilde. *The Green Grass Grows All Around*. New York, N.Y.: Macmillan, 1968.
Hutchins, Pat. *Good-Night Owl*. New York, N.Y.: Macmillan, 1972.
Hutchins, Pat. *Rosie's Walk*. New York, N.Y.: Macmillan, 1968.
Hutchins, Pat. *Titch*. New York, N.Y.: Collier Books, 1971.
Keats, Ezra Jack. *Over in the Meadow*. New York, N.Y.: Scholastic, 1971.
Kent, Jack. *The Fat Cat*. New York, N.Y.: Scholastic, 1971.
Klein, Lenore. *Brave Daniel*. New York, N.Y.: Scholastic, 1958.
Kraus, Robert. *Whose Mouse Are You?* New York, N.Y.: Collier Books, 1970.
Langstaff, John. *Frog Went A-Courtin'*. New York, N.Y.: Harcourt Brace Jovanovich, 1955.
Langstaff, John. *Gather My Gold Together: Four Songs for Four Seasons*. Garden City, N.Y.: Doubleday, 1971.
Langstaff, John. *Oh, A-Hunting We Will Go*. New York, N.Y.: Atheneum, 1974.
Langstaff, John. *Over in the Meadow*. New York, N.Y.: Harcourt Brace Jovanovich, 1957.
Laurence, Ester. *We're Off to Catch a Dragon*. Nashville, Tenn.: Abingdon Press, 1969.
Lexau, Joan. *Crocodile and Hen*. New York, N.Y.: Harper and Row, 1969.
Lobel, Anita. *King Rooster, Queen Hen*. New York, N.Y.: Greenwillow, 1975.
Lobel, Arnold. *A Treeful of Pigs*. New York, N.Y.: Greenwillow, 1979.
Muck, Stan. *10 Bears in My Bed*. New York, N.Y.: Pantheon, 1974.
Martin, Bill. *Brown Bear, Brown Bear*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Martin, Bill. *Fire! Fire! Said Mrs. McGuire*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Mayer, Mercer. *If I Had . . .* New York, N.Y.: Dial Press, 1968.
Mayer, Mercer. *Just for You*. New York, N.Y.: Golden Press. 1975.
McGovern, Ann. *Too Much Noise*. New York, N.Y.: Scholastic, 1967.
Memling, Carl. *Ten Little Animals*. Racine, Wis.: Golden Press, 1961.
Moffett, Martha. *A Flower Pot Is Not a Hat*. New York, N.Y.: E.P Dutton, 1972.
Peppe, Rodney. *The House that Jack Built*. New York, N.Y.: Delacorte, 1970.
Polushkin, Maria. *Mother, Mother, I Want Another*. New York, N.Y.: Crown Publishers, 1978.
Preston, Edna Mitchell. *Where Did My Mother Go?* New York, N.Y.: Four Winds Press, 1978.
Quackenbush, Robert. *She'll Be Comin' Round the Mountain*. Philadelphia, Pa.: J.B. Lippincott, 1973.
Quackenbush, Robert. *Skip to My Lou*. Philadelphia, Pa.: J.B. Lippincott, 1975.
Rokoff, Sandra. *Here Is a Cat*. Singapore: Hallmark Children's Editions, no date.
Scheer, Jullian, and Marvin Bileck. *Rain Makes Applesauce*. New York, N.Y.: Holiday House, 1964.
Scheer, Jullian, and Marvin Bileck. *Upside Down Day*. New York, N.Y.: Holiday House, 1968.
Sendak, Maurice. *Where the Wild Things Are*. New York, N.Y.: Scholastic, 1963.
Shaw, Charles B. *It Looked Like Spilt Milk*. New York, N.Y.: Harper and Row, 1947.
Shulevitz, Uri. *One Monday Morning*. New York, N.Y.: Scribner's, 1967.
Skaar, Grace. *What Do the Animals Say?* New York, N.Y.: Scholastic, 1972.
Sonneborn, Ruth A. *Someone Is Eating the Sun*. New York, N.Y.: Random House, 1974.
Spier, Peter. *The Fox Went Out on a Chilly Night*. Garden City, N.Y.: Doubleday, 1961.
Stover, JoAnn. *If Everybody Did*. New York, N.Y.: David McKay, 1960.
Tolstoy, Alexei. *The Great Big Enormous Turnip*. New York, N.Y.: Franklin Watts, 1968.
Welber, Robert. *Goodbye, Hello*. New York, N.Y.: Pantheon, 1974.
Wildsmith, Brian. *The Twelve Days of Christmas*. New York, N.Y.: Franklin Watts, 1972.
Wolkstein, Diane. *The Visit*. New York, N.Y.: Alfred A. Knopf, 1977.

Wondriska, William. *All the Animals Were Angry*. New York, N.Y.: Holt, Rinehart and Winston, 1970.
Zaid, Barry. *Chicken Little*. New York, N.Y.: Random House, no date.
Zemach, Harve. *The Judge*. New York, N.Y.: Furrar, Straus and Giroux, 1969.
Zemach, Margot. *Hush, Little Baby*. New York, N.Y.: E.P. Dutton, 1976.
Zemach, Margot. *The Teeny Tiny Woman*. New York, N.Y.: Scholastic, 1965.
Zolotow, Charlotte. *Do You Know What I'll Do?* New York, N.Y.: Harper and Row, 1958.

From L. K. Rhodes. (1981). I can read! Predictable books as resources for reading and writing instruction. *The Reading Teacher, 34*, 511–518.

Parent Journal

Name: _____

Week of: _____

Pluses:

Minuses:

What you found interesting:

Actions taken:

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Appendix D
Site D Parent Handbook

Parents As Partners in Education

Strategies to Improve Your Child's Reading Skills

Presented by Ms. Zbinden

Reading Strategies

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher - the tools he used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.

And when at last, their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school
And behind the teacher, the home.

Author Unknown

Site D Parent Handbook (continued)

TEN CHARACTERISTICS OF A GOOD TEACHER... OOPS I MEAN A GOOD PARENT, WELL MAYBE THEY ARE ONE IN THE SAME.

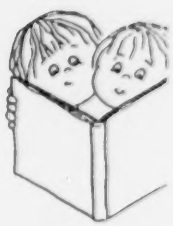
1. A TEACHER (PARENT) INSTRUCTS.
2. A TEACHER (PARENT) SETS EXAMPLES.
3. A TEACHER (PARENT) IS A ROLE MODEL.
4. A TEACHER (PARENT) SETS THE STAGE FOR A SUCCESSFUL LEARNING ENVIRONMENT.
5. A TEACHER (PARENT) HAS GOALS AND EXPECTATIONS.
6. A TEACHER (PARENT) GIVES PRAISE AND SHOWS APPRECIATION.
7. A TEACHER (PARENT) GIVES REINFORCEMENT.
8. A TEACHER (PARENT) MAINTAINS PROPER DISCIPLINE.
9. A TEACHER (PARENT) COMMUNICATES WITH THE STUDENTS.
10. A TEACHER (PARENT) IS RESPONSIBLE FOR THE PROGRESS OF THE STUDENTS.

"Parents and Educator"

We're all in this together.

K. Muhammad/ESEA Chapter 1 PRSC

Strategy 1: **Reading Aloud**



Should I?

- Children learn to read by being read to.
- Children learn to read by reading.
- Children that know books are fun want to learn to read.
- Children that think they can read are confident enough to try.

How to's:

1. Choose a variety books that you feel your child will enjoy. Read the book prior to reading to your child.

2. Hold or sit close to your child. Make reading time warm and fun.

3. Call attention to the front cover of the book and point out the title and picture. Ask your child what he/she thinks the book is about.

4. Hold the book so your child can see the print. Point to the words as you read. Beginning readers must see where to begin, which way to go, and what a word is.

5. Ask questions when applicable: (For example)
   - What do you think happens next?
   - How does that make you feel?
   - What do you think about the way they acted?
   - What would you do?
   - What did this mean?

6. Read and reread a favorite book, over and over and over

7. When the story is almost memorized, share the act of reading by encouraging your child to chime in or take turn reading the pages in the story.

8. Ask your child to retell the story. Help, if needed. (What happened at the beginning, middle, and end) Aim for understanding....not word perfect wording!

Tips to make your read-aloud time at home more successful:

• Make reading aloud a priority. Plan for it. Set time aside for it and then just do it.

•Read books you and your child will enjoy. (They will sense your boredom if the book you choose is not one of your liking)

•Read some books that are a little too hard for your child to read alone. These books can increase your child's vocabulary.

Strategy 2: as they begin to read:
Pause, Prompt, and Praise

Pause: Tutor delays attention to reader's errors for at least 5 seconds, or until the end of a sentence. (allows time for self-correction)

Prompt: When a reading error needs to be corrected, prompts, rather than corrections, are desirable. Prompts are clues that assists the reader to predict accurately the words in a paragraph or sentence being read.

What to do before giving the word to the reader.

1. Praise for stopping. Say, "You noticed something, Great!"

2. Check the picture and think about the story.

3. Think about what would make sense and get the word started. (see phonics rules)

4. Go back and read it again to make a good guess.

5. Check to see if your guess looks right and sounds right.

Praise: It is particularly important for praise to be given for self-correcting responses and correct responses following prompts.

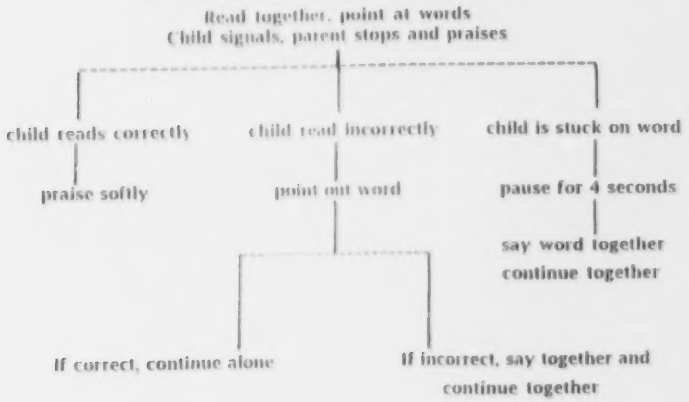
Site D Parent Handbook (continued)

" Parental involvement has been defined as "any interaction between a parent and child that may contribute to the child's development or to direct parent participation with a child's school in the interest of the child"
(Reynolds, 1992).

Paired Reading

The parent and child read aloud together until the child signals the parent to stop reading. The child continues reading alone until he or she makes a mistake. The parent waits four seconds after the child's mistake then tells the child the correct word and the child repeats the word. The two continue reading aloud together and the cycle repeats itself. Throughout the process, the parent quietly praise the child for successfully reading difficult words and for self-correcting.

Paired Reading Flowchart



DEFINITIONS AND RULES

The **vowels** are **a, i, u, o, e,** and sometimes **y** and **w.**

The **consonants** are the remaining letters and usually **y** and **w.**

A **consonant blend** consists of two or more consonants sounded together in such a way that each is heard—**black, train, cry, swim, spring, fast, lamp.**

A **consonant digraph** consists of two consonants that together represent one sound—**when, thin, this, church, sheep, pack, know, write.**

A **vowel digraph** is a double vowel that does not follow Long-Vowel Rule I—**school, book, bread, auto, yawn, eight.**

A **diphthong** consists of two vowels blended together to form a compound speech sound—**cloud, boy, oil, cow, new.**

Short-Vowel Rule: If a word or syllable has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short—**am, is, bag, fox.**

Long-Vowel Rule I: If a one-part word or syllable has two vowels, the first vowel is usually long and the second is silent—**rain, kite, cane, jeep, ray.**

Long-Vowel Rule II: If a word or syllable has one vowel and it comes at the end of the word or syllable, the vowel is usually long—**we, go, cupid, pony.**

Y As a Vowel Rule:

1) If **Y** is the only vowel at the end of a one-syllable word, **Y** has the sound of long **I**—**fly, try, by.**
2) If **Y** is the only vowel at the end of a word of more than one syllable, **Y** usually has a sound almost like long **E**—**silly, funny, baby.**

Soft C and G Rule: When **c** or **g** is followed by **e, i,** or **y,** it is usually soft—**ice, city, change, gym.**

OTHER HELPFUL DEFINITIONS AND RULES

A **compound word** is a word made up of two or more words—**dog house, sand box, milk man.**

A **base word** is a word to which a prefix or suffix may be added to form a new word—**print, pack, like.**

A **suffix** is an addition made at the end of a base word to change the meaning of the word or how it is used—**printer, darkness, helpful.**

A **prefix** is a syllable that is added to the beginning of a base word to change its meaning or form a new word—**reprint, unpack, dislike.**

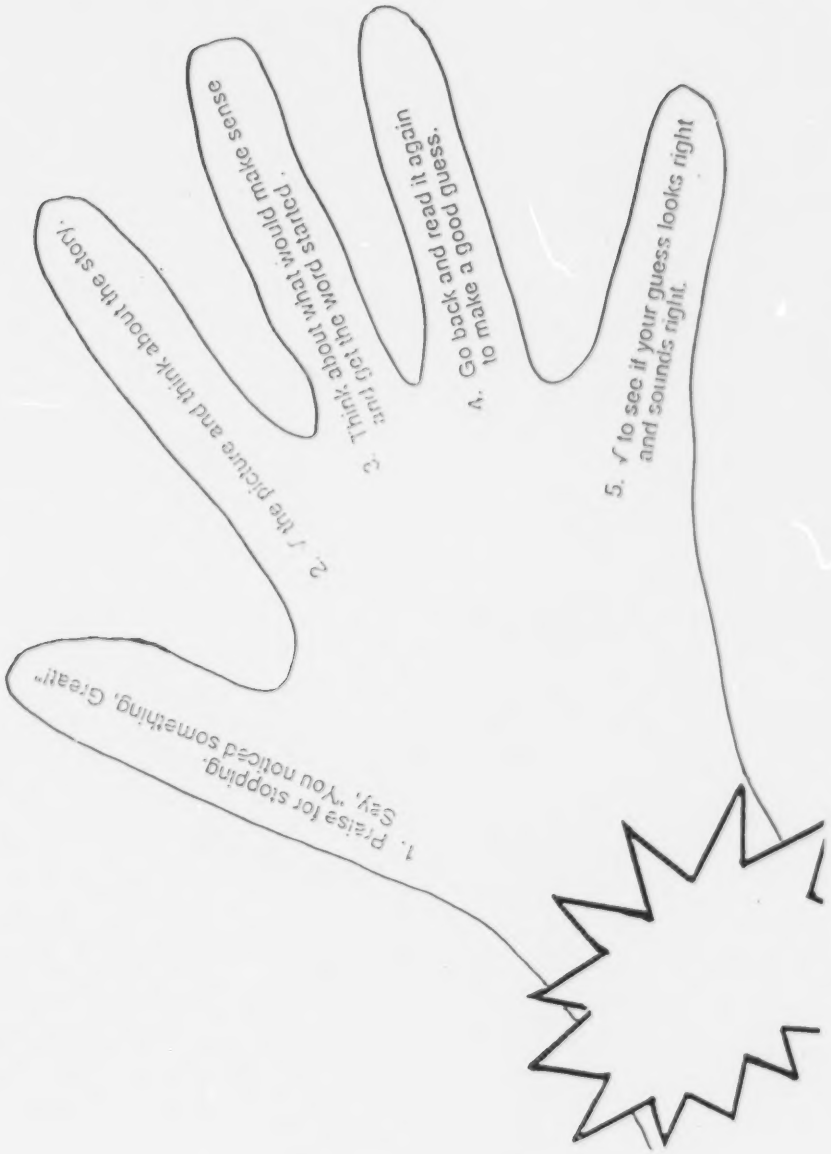
To make a word mean more than one:

1) Usually add **s**—**cats, dogs, kites.**
2) If a word ends in **x, z, ss, sh,** or **ch,** usually add **es**—**foxes, dresses, peaches.**
3) If a word ends in **y** preceded by a consonant, change the **y** to **i** and add **es**—**flies, fairies, babies.**

To add other suffixes:

1) When a short-vowel word ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel—**running, hummed, batter.**
2) When a word ends in silent **e,** drop the **e** before adding a suffix that begins with a vowel—**baking, taped, latest.**
3) When a word ends in **y** preceded by a consonant, change the **y** to **i** before adding a suffix other than **ing.**—**cried, crying, happily, funnier, ponies, trying.**

Site D Parent Handbook (continued)


1. Praise for stopping.
Say, "You noticed something. Great!"
2. Look at the picture and think about the story.
3. Think about what would make sense
and get the word started.
4. Go back and read it again
to make a good guess.
5. ✓ to see if your guess looks right
and sounds right.

Site D Parent Handbook (continued)

Tips For Unknown Words for the Reader

1. Look at the picture.

2. Think about what would make sense. ?

3. Read the sentence again and get your mouth ready.

4. Skip the word and read on. →

5. Try to say more than the beginning letter. Look for chunks you know.

6. Ask for help.

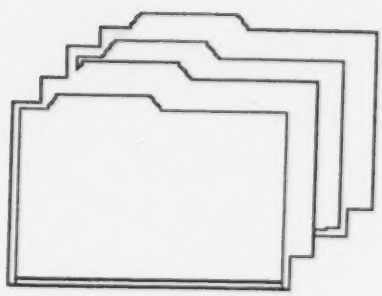
Tips and Prompts for the Listener

WAIT - allow discovery time.
(5 to 10 seconds)

When the reader is in difficulty say:
"Look at the picture."
-or-
"What would make sense?"
-or-
"Read it again and get your mouth ready."
-or-
"Skip that word and read on."
-or-
"Is it _____ or _____?"
(Give the reader a choice.)

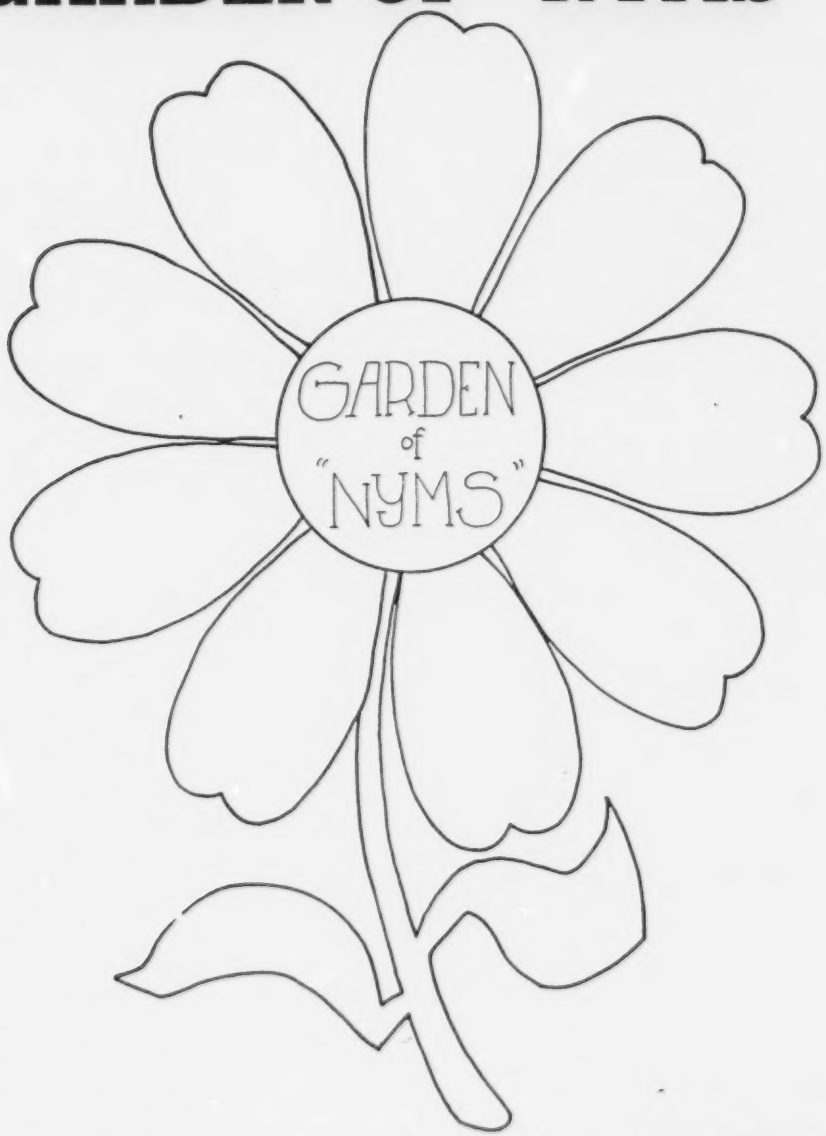
Not all errors need to be corrected. If an error changes the meaning of the sentence, say: "Try that again."

Reading Games



(File Folders)

GARDEN OF "NYMS"



©1995 by Incentive Publications, Inc., Nashville, TN.

SYNONYMS AND ANTONYMS

GARDEN OF "NYMS"

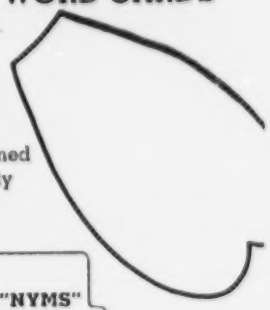
DIRECTIONS

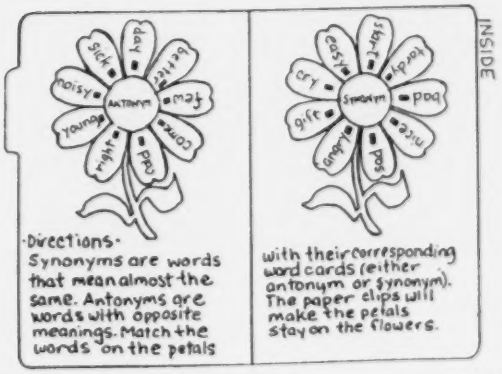
Duplicate the cover pattern (page 42) using tagboard or construction paper. Color the leaf and stem green. Glue the pattern on the front of a manila folder. Duplicate two more flowers and color appropriately. Cut out the flowers, and glue one on each side of the inside of the folder. Print SYNONYM in the center of one flower and ANTONYM in the center of the other. Print one word from each synonym pair on the petals of the synonym flower and one word from each antonym pair on the petals of the antonym flower. Cut small pieces of magnetic tape and glue on each petal (see illustration). Make petal pattern word cards from tagboard or construction paper. Write corresponding synonyms and antonyms on the word cards. Attach a paper clip to each word card. Place cards in a 9½" x 6½" manila envelope, and attach the envelope to the inside of the folder with a paper clip. Write the directions for folder use on the bottom of the folder. Glue a card pocket on the back of the folder. Print the answers on an index card to be placed inside this pocket for self-checking.

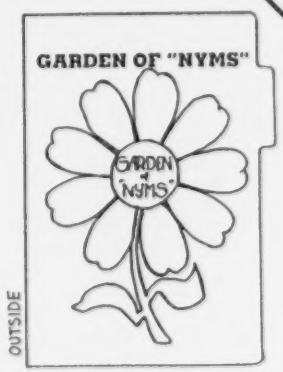
WORD BANK

ANTONYMS		SYNONYMS	
sick - healthy	easy - hard	cry - weep	tardy - late
day - night	better - worse	gift - present	happy - elated
noisy - quiet	come - go	angry - irate	start - begin
young - old	start - stop	sad - pensive	run - sprint
right - wrong	big - little	nice - pleasant	afraid - frightened
cold - hot	lose - win	bad - naughty	delicious - tasty
few - many		easy - simple	end - conclude

WORD CARDS

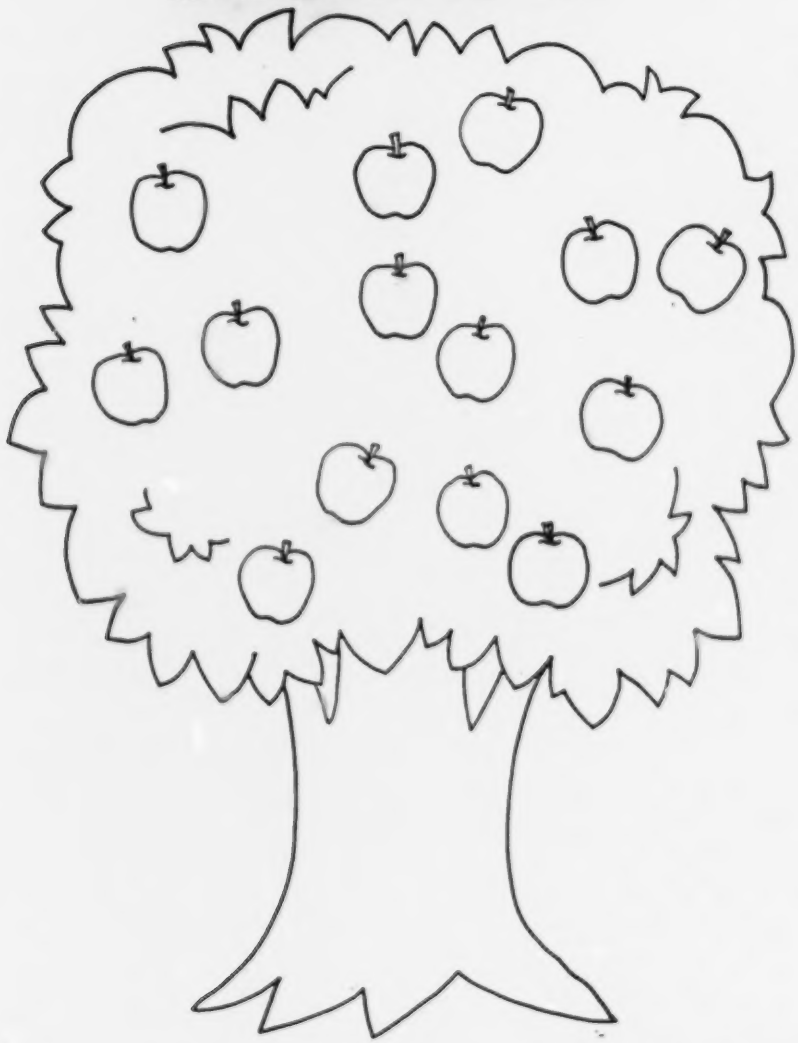






43

THE LONG AND SHORT OF IT



©1995 by Incentive Publications, Inc., Nashville, TN

LONG AND SHORT VOWELS

THE LONG AND SHORT OF IT

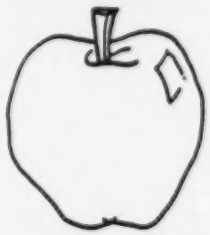
DIRECTIONS

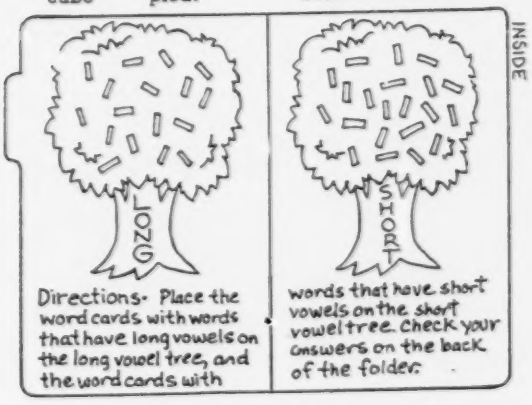
Duplicate the cover pattern (page 8) using green construction paper or tagboard for the tree top and brown for the trunk. Cut out and glue on the front of a manila folder. Use the pattern below to make the word cards from red construction paper or tagboard. Duplicate two more trees from the cover pattern for use inside the folder. Print LONG down one tree trunk and SHORT down the other. Cut magnetic tape into small squares, and glue the squares on the tree tops. Print words from the word bank on each word card. Punch a staple through each word card, or attach a paper clip to each so that the card will adhere to the magnetic tape on the tree tops. Print directions for folder use along the bottom of the folder. Place the word cards in a 9½" x 6½" manila envelope, and attach the envelope to the inside of the folder with a paper clip. Glue a card pocket on the back of the folder. Write the answers on an index card to be placed in this pocket for self-checking.

WORD BANK

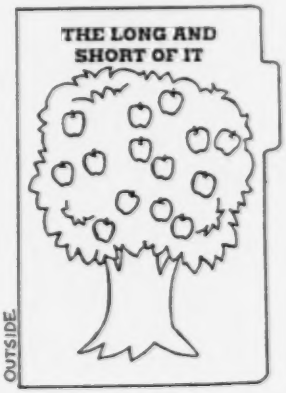
LONG		SHORT	
float	rice	skip	hand
time	clay	quilt	plot
fume	grow	blink	shock
line	real	clock	hedge
steep	moan	shut	health
place	spoke	prim	much
rain	queen	glass	plump
plate	mute	trust	stomp
cube	pleat	blast	trend

WORD CARDS




LONG
SHORT
Directions: Place the word cards with words that have long vowels on the long vowel tree, and the word cards with
words that have short vowels on the short vowel tree. Check your answers on the back of the folder.

INSIDE



9

G-R-R-REAT SOUNDS OF "G"

©1995 by Incentive Publications, Inc., Nashville, TN.

HARD AND SOFT G

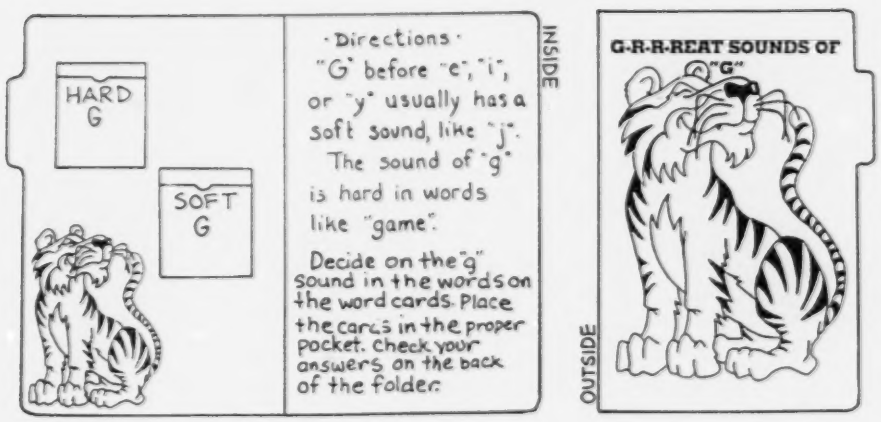
G-R-R-REAT SOUNDS OF "G"

DIRECTIONS

Duplicate the cover pattern (page 10) using manila tagboard or construction paper. Color, cut out, and glue on the front of a manila folder. Make word cards from pieces of tagboard or index cards. Print a word from the word bank on each word card. Glue two card pockets on the inside of the folder. Print HARD G on one and SOFT G on the other. Print the directions for folder use on the inside of the folder. Place word cards in a 9½" x 6½" manila envelope, and attach the envelope to the inside of the folder with a paper clip. Glue a card pocket on the back of the folder. Print the answers on an index card to be placed in this pocket for self-checking.

WORD BANK

HARD G		SOFT G	
gum	gold	gem	gentle
pig	flag	giraffe	huge
ghost	girl	page	genie
twig	good	bridge	giant
garden	tag	age	fringe
gone	gate	stage	range
goat	goose	tinge	general


HARD G
SOFT G
·Directions·
"G" before "e", "i", or "y" usually has a soft sound, like "j". The sound of "g" is hard in words like "game".
Decide on the "g" sound in the words on the word cards. Place the cards in the proper pocket. Check your answers on the back of the folder.
INSIDE
G-R-R-REAT SOUNDS OF "G"
OUTSIDE

11

Reading Tips and Activities

Site D Parent Handbook (continued)

Tips for Parents...How You Can Help!

There are some things parents can do that will help make learning easier. Energy is needed to pay attention and listen or work. Parents can make sure their child eats good foods in the morning before school, at lunch, and at night so there is energy for learning. The can also make sure children get enough sleep at night to keep them wide awake in school. Tired, sleepy children do not have the energy to pay attention, listen, or work.

Guidelines for Parents When Working With Their Children

1. Do not compare your child with a brother or sister or with other children. Since children learn at different rates and are good at different subjects, sports, or activities, comparing them is unfair.

2. Be patient, supportive and encouraging. Remember, learning takes time and progress can be slow. An activity that is easy for an adult may be very hard for a child. Children need patience. They should receive enough help so they can be successful and enough encouragement so they will keep trying. They also need to feel safe about asking questions.

3. Make your child aware of improvement . Reward achievement. Be sure to let your child know you are proud of progress made.

4. Try not to show disappointment if your child does not do as well as you would like. Avoid criticizing and continue to encourage. Look for your child;s strengths.

5. Take breaks. If a child gets too frustrated or hits the point where she or he can no longer concentrate, take a break.

6. Encourage independence in doing homework. Encourage your child to read directions independently but be there to help if instructions are not understood. Parents should encourage, guide and support children while they are doing homework, but they should not do the homework for the child.

7. Build your child's self-esteem. Children need to believe in themselves. They need to know when they have done a good job and be encouraged to keep trying when progress is slow. Parents are a child's first teacher, supporter and confidence builder.

8. Have a positive attitude toward school. Problems that you may have with your child's teacher should not be discussed with or in front of the child. Instead, emphasize the importance of regular attendance at school, listening carefully in school, and learning. If there is a problem, make an appointment to speak privately with the teacher.

Understanding and Improving Home/School Literacy

(6 Points)

1. All families offer children knowledge of reading and writing...just the forms are different.
2. Having all kinds of reading and writing matter easily accessible to children is an important aspect of reading and literacy development.
3. Attitudes expressed by family members in the home toward reading and writing have an impact on children's learning.
4. Children learn language that is meaningful and functional to them.
5. Children should not be penalized by the school for coming from a home where more practical, less literary forms of reading and writing are valued and used.
6. Children's oral language and the extension of what they already know about literacy should be the foundation on which school reading and writing programs are built.

Site D Parent Handbook (continued)

Everyday Reading Opportunities!

Street Signs

Billboards

Restaurant Menus

Household Products

Food Containers

Television

School Buses

Mail

Store Fronts

Car License Plates

Newspapers

Magazines

Books

Ingredients on Food Packages

Parents Who Read!

Everyday Reading Activities

In the Kitchen...While baking cookies, let your child read the recipe and gather the ingredients.

...Challenge your child to find a license plate that begins with every letter of the alphabet!

On the Road...Find an item on a billboard or road sign that rhymes with a word of your choice!

At Home...Write down and read telephone messages

At the Supermarket...Tell your child what items are needed and let them find the items on the shelf.

...Let your child write out the grocery list.

In the Morning..Let your child empty the mailbox and distribute letters to other members of the family.

In the Newspaper...Read the Comics together.

Site D Parent Handbook (continued)

PARENT RECORD SHEET
Reading Homework

Date	Name of Book	I read book to student	We read book together	Student read book alone	Comments (optional)	Book chosen for report

Parent Journal

Name: _____

Week of: _____

Pluses:

Minuses:

What you found interesting:

Actions taken:

Sunday:

Monday:

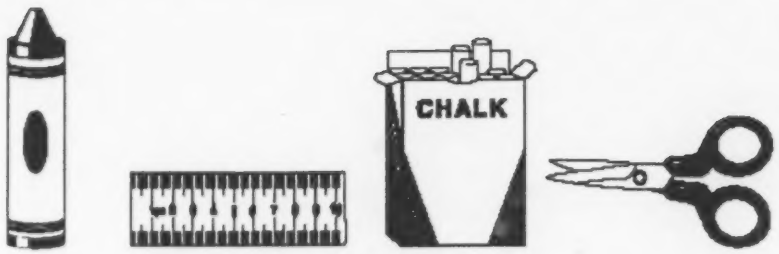
Tuesday:

Wednesday:

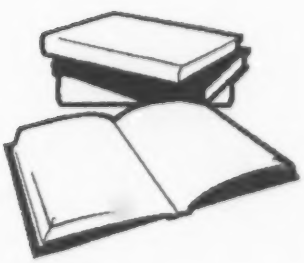
Thursday:

Friday:

Saturday:



Practical At-Home Reading Activities



Make Stick Puppets

MATERIALS:
pencil, crayons, construction paper, drawing paper, tape, pages from magazines

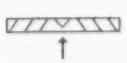
DIRECTIONS:

1. Place two magazine pages on your desk.

2. Fold over the bottom corner.

3. Roll.

4. Fasten the corner with tape to make a stick for the puppet.



5. Make a puppet out of paper. Tape it to the paper stick.

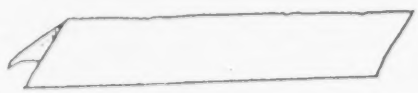
Teacher: Students can make puppets of famous people or characters from literature.

© Frank Schaffer Publications, Inc.

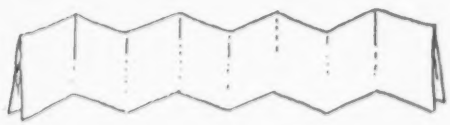
Make an Accordion Book

MATERIALS:
pencil, crayons, long piece of butcher paper, cardboard, scissors.

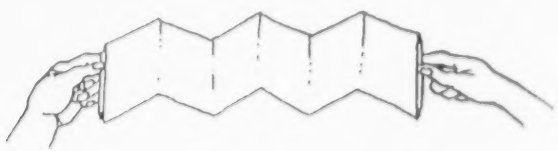
DIRECTIONS:
1. Fold the paper in half the long way.



2. Accordion-fold the paper into an even number of sections.



3. Insert a piece of cardboard into each end. Tape the corners.



4. Write and illustrate a story or poem.

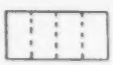
© Frank Schaffer Publications, Inc.

Make a Pop-up Book

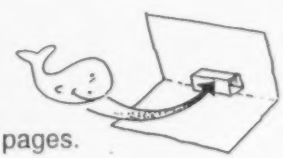
MATERIALS:
crayons, construction paper, scissors, glue

DIRECTIONS:

1. Write a story. Plan illustrations showing pop-up characters.

2. Fold a small strip of paper into fourths. Unfold. Then refold the strip so it makes a box shape. 

3. Fold a sheet of paper in half. Glue the box shape to the paper at the fold. Draw the background on the paper.

4. Color and cut out a pop-up character. Glue it to the box shape. Write on the pages. 

5. Make other pages. Glue them back to back. Glue the pages into a cover.

© Frank Schaffer Publications, Inc.

Appendix E
Parent Introductory Letter

Dear Parents,

I am currently enrolled in the Field Based Master's Program at St. Xavier University. I have chosen to do research on how parental involvement affects student reading achievement. My goal is to increase student reading achievement through the use of a variety of parent training workshops. The workshops are designed to be informative yet enjoyable. Your full support is necessary in order for your child to show maximum growth in reading. The workshop dates and topics are as follows:

Strategies to Improve Your Child's Reading Skills....September

Games That Foster Reading Skills... .....October

Good Books Your Child Will Enjoy.....November

Celebrate Reading!.....December

It is essential that you attend each workshop since you are the most important influence in your child's learning. If you have any questions or concerns, please feel free to ask. I look forward to working with you to challenge and enrich your child's education.

Sincerely,

_____

_____

Yes, I am interested in participating in the Parent Training Workshops.

Student's name_____

Parent's name_____

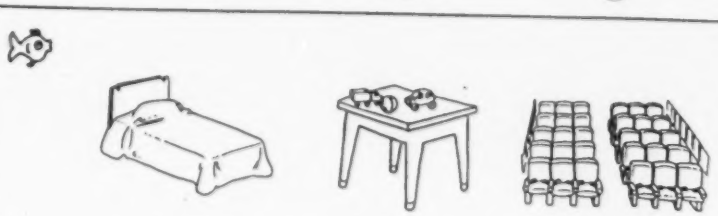
Appendix F
Pre/Post Tests for Sites A and C

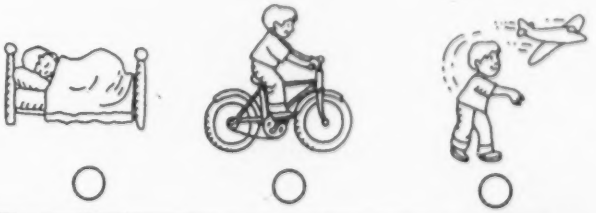
Name _____

Kindergarten/Readiness
Placement Instrument

A. Listening Comprehension ■ Essential

Samples



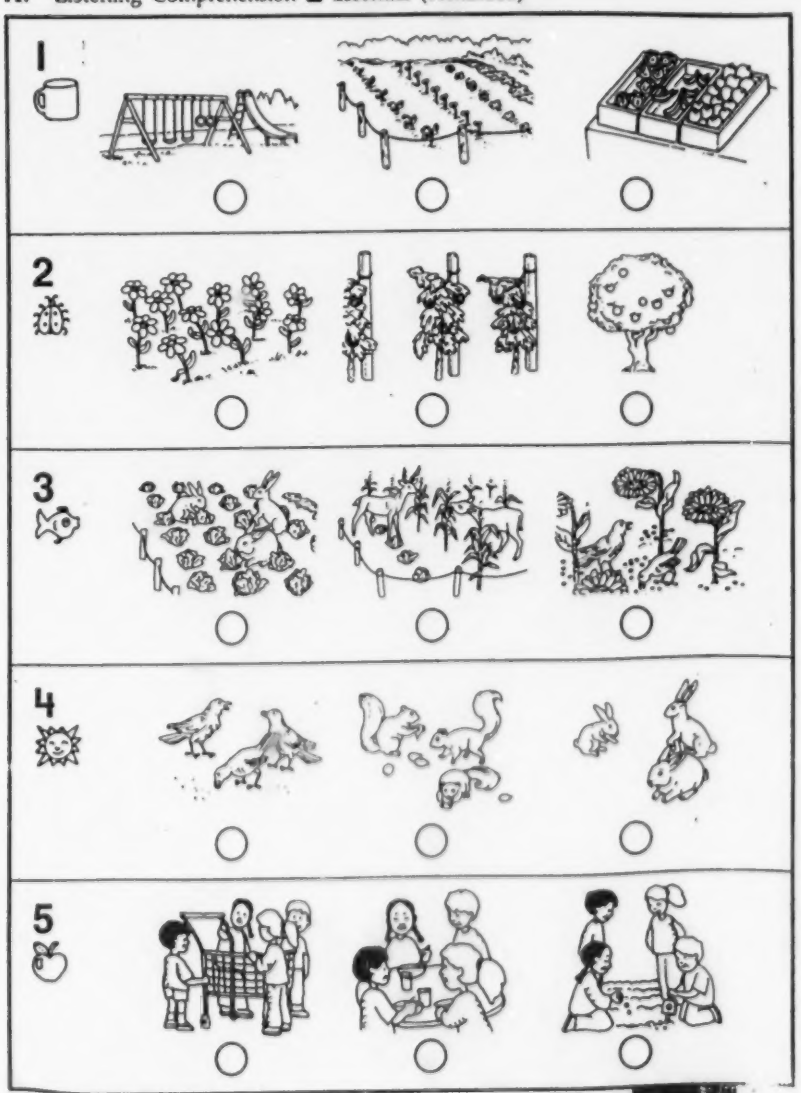


Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness
Placement Instrument

A. Listening Comprehension ■ Essential (continued)

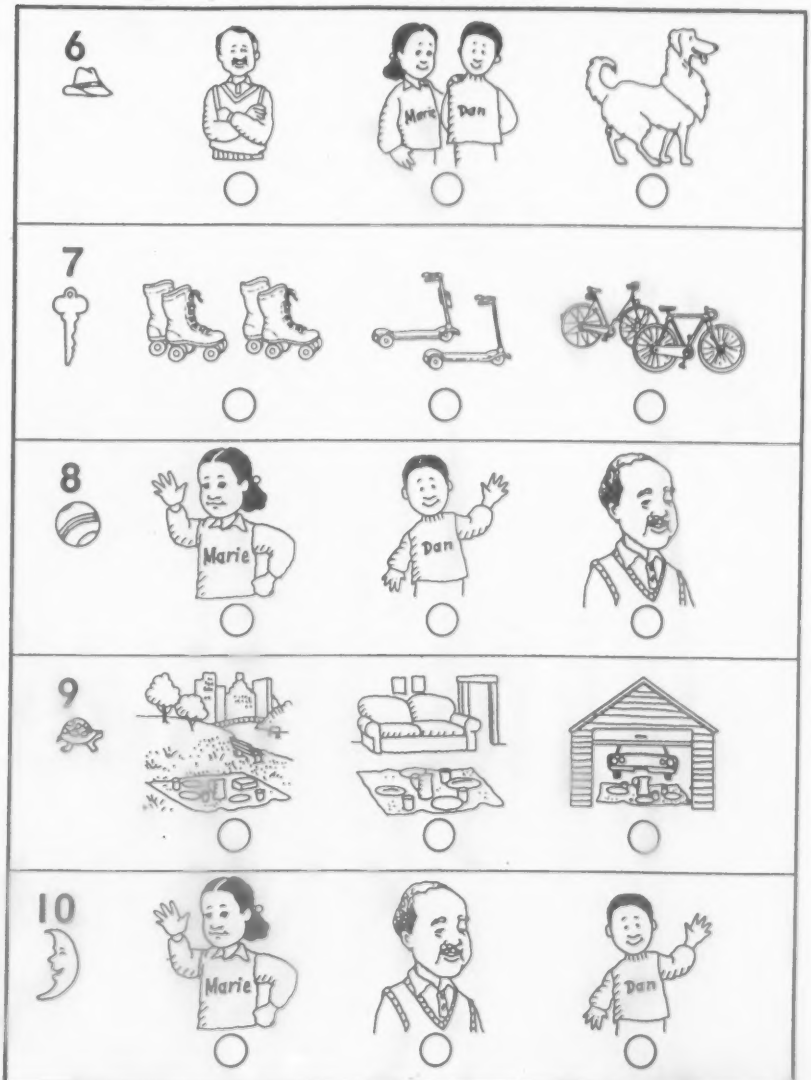


Go on.

Name _____

Kindergarten/Readiness
Placement Instrument

A. Listening Comprehension ■ Essential (continued)



K/R Placement Instrument
Score _____

Stop!

3

Pre/Post Tests for Sites A and C (continued)

Name _____ Kindergarten/Readiness Placement Instrument

C. Letter Recognition ■ Essential

Sample	h ○	e ○	f ○
23	b ○	d ○	t ○
24	z ○	w ○	r ○
25	a ○	o ○	c ○
26	i ○	j ○	q ○
27	f ○	l ○	k ○
28	s ○	r ○	c ○

Go on.

Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness
Placement Instrument

C. Letter Recognition ■ Essential (continued)

29	v ○	j ○	i ○
30	m ○	n ○	w ○
31	x ○	e ○	f ○
32	e ○	v ○	u ○
33	x ○	y ○	s ○
34	t ○	g ○	d ○
35	y ○	z ○	x ○

K/R Placement Instrument

Go on.

7

Pre/Post Tests for Sites A and C (continued)

Name _____ **Kindergarten/Readine**
Placement Instrumen

C. Letter Recognition ■ Essential (continued)

36	z ○	j ○	y ○
37	n ○	u ○	m ○
38	o ○	g ○	c ○
39	b ○	o ○	a ○
40	d ○	k ○	p ○
41	h ○	f ○	l ○
42	b ○	r ○	p ○

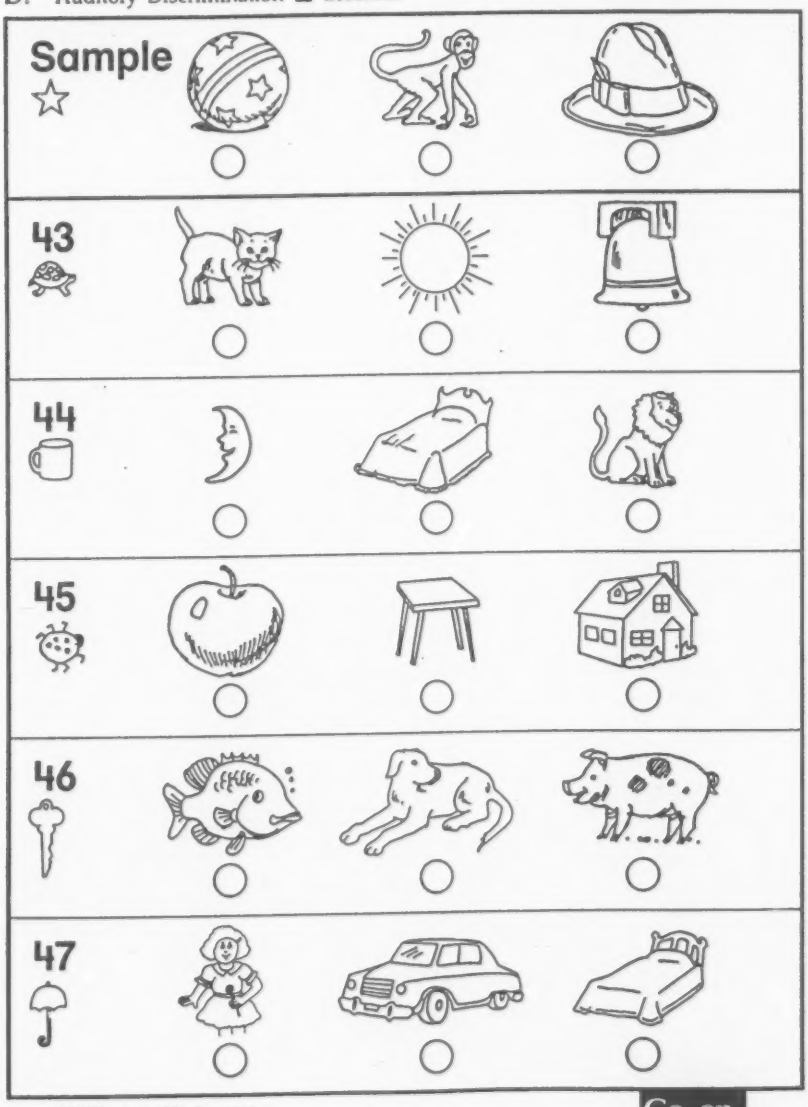
8 K/R Placement Instrument Score _____ **Stop!**

Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness
Placement Instrument

D. Auditory Discrimination ■ Essential



Pre/Post Tests for Sites A and C (continued)

Name _____ **Kindergarten/Readiness Placement Instrument**

D. Auditory Discrimination ■ Essential (continued)

48

49

50

51

52

10 K/R Placement Instrument Score _____

Stop!

Pre/Post Tests for Sites A and C (continued)

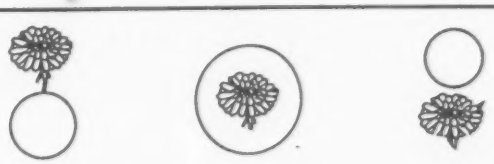
Name _____

Kindergarten/Readiness
Placement Instrument

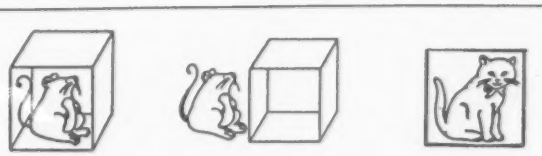
E. Oral Directions ■ Essential

Sample

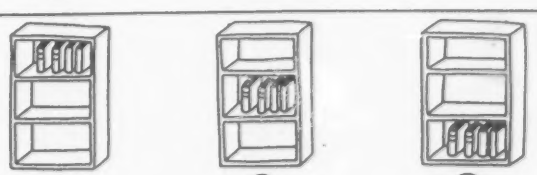
53



54



55



56

Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness Placement Instrument

E. Oral Directions ■ Essential (continued)

57

58

59

60

12 K/R Placement Instrument Score _____

Stop!

Pre/Post Tests for Sites A and C (continued)

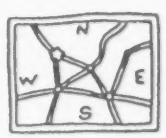
Name _____ Kindergarten/Readiness Placement Instrument

G. Phonic Analysis ■ Optional

Sample

○ b ○ g ○ p

21



○ w ○ p ○ m

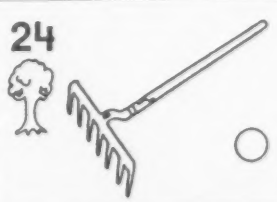
22

○ y ○ b ○ d

23

○ c ○ y ○ d

24



○ r ○ w ○ v

K/R Placement Instrument

Go on. 17

Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness
Placement Instrument

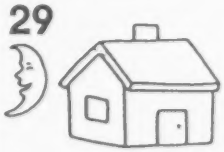
G. Phonic Analysis ■ Optional (continued)

25 ○ s ○ d ○ t

26 ○ c ○ m ○ j

27 ○ g ○ y ○ z

28 ○ h ○ m ○ n

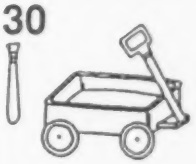
29  ○ h ○ y ○ c

Go on

Pre/Post Tests for Sites A and C (continued)

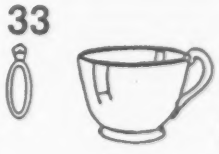
Name _____ Kindergarten/Readiness Placement Instrument

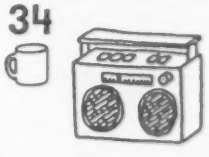
G. Phonic Analysis ■ Optional (continued)

30  ○ h ○ w ○ m

31 ○ j ○ m ○ h

32 ○ g ○ s ○ b

33  ○ j ○ c ○ d

34  ○ r ○ n ○ d

Name _____ **Kindergarten/Readiness Placement Instrument**

G. Phonic Analysis ■ Optional (continued)

60

○ n ○ g ○ w

Stop!

Sample

○ p ○ f ○ b

61

○ t ○ y ○ g

62

○ d ○ w ○ f

Go on

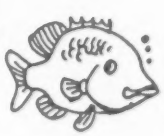
Pre/Post Tests for Sites A and C (continued)

Name _____

Kindergarten/Readiness
Placement Instrument

G. Phonic Analysis ■ Optional (continued)

63 ○ s ○ c ○ g

64  ○ f ○ s ○ t

65 ○ w ○ z ○ p

66 ○ w ○ z ○ h

67 ○ d ○ v ○ p

Go on

Name _____ **Kindergarten/Readiness Placement Instrument**

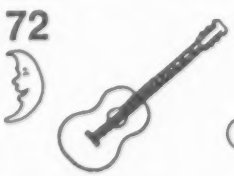
G. Phonic Analysis ■ Optional (continued)

68 ○ n ○ h ○ k

69 ○ f ○ l ○ t

70 ○ r ○ t ○ d

71 ○ h ○ p ○ d

72  ○ g ○ p ○ d

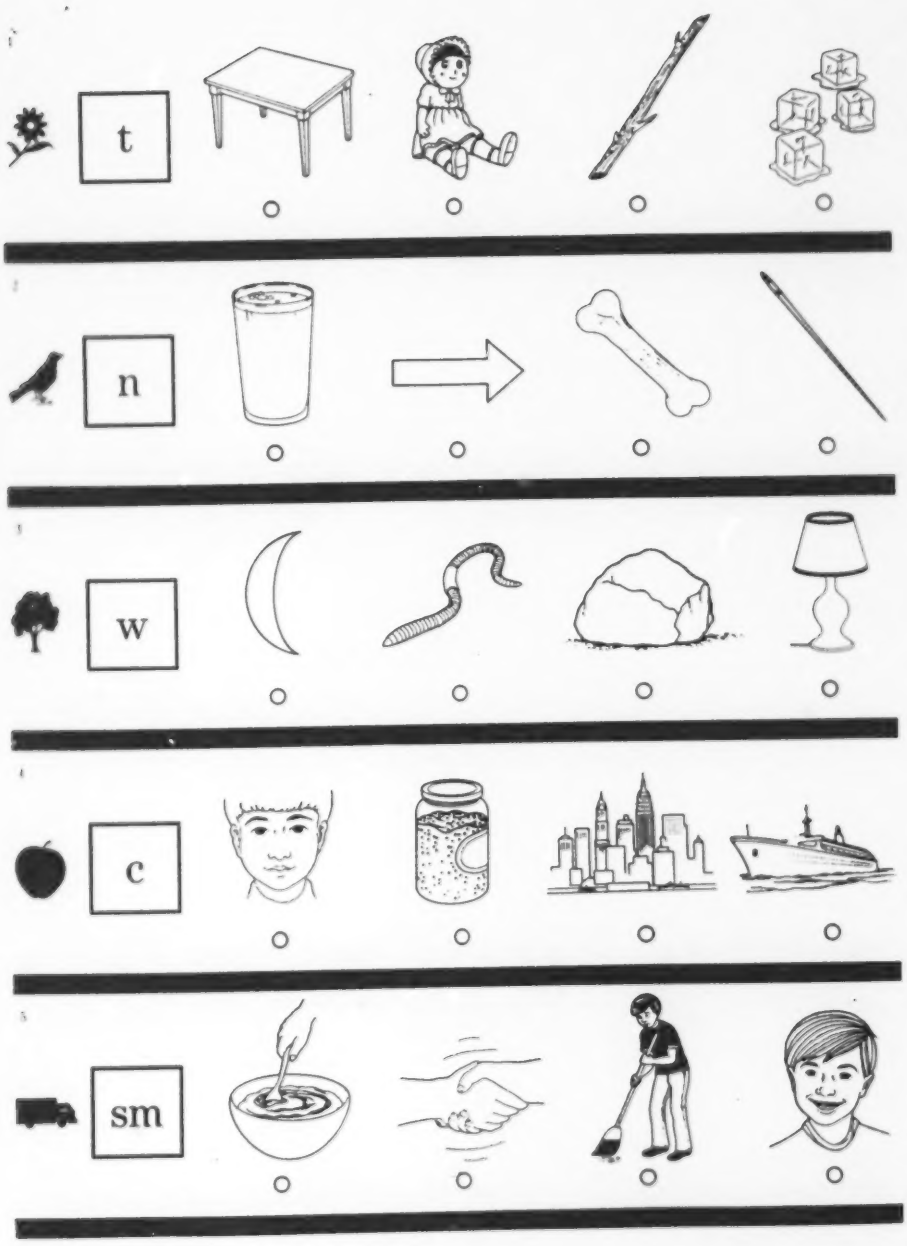
K/R Placement Instrument

Go on. 27

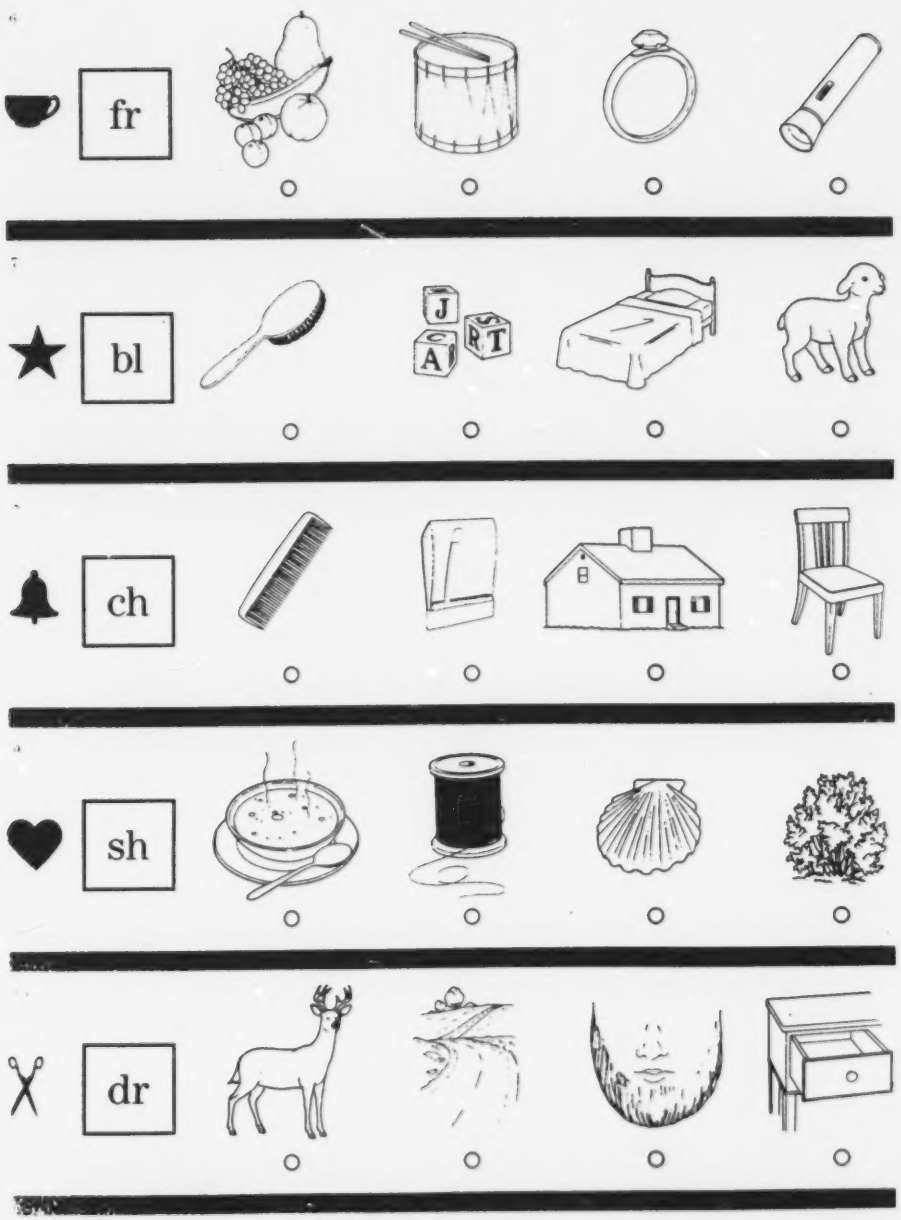
Appendix G
Pre/Post Test for Site B

Gates-MacGinitie Reading Tests

Pre/Post Test for Site B (continued)

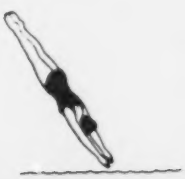


Pre/Post Test for Site B (continued)



Pre/Post Test for Site B (continued)

11

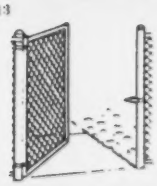


dive give hive live

12

feather heather leather tether

13



date gate rate hate

14

crown flown clown down

15

shed sled fled sped

Pre/Post Test for Site B (continued)

16

bet bait bat bit

17

note not nut net

18

dull dial deal doll

19

shut shirt short shoot

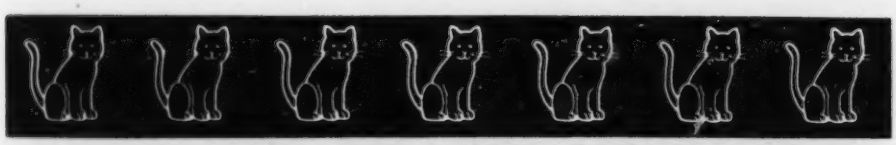
20

plan plow ply play

5

Vowels

Pre/Post Test for Site B (continued)



fog	nod	rod	dog
○	○	○	○

Pre/Post Test for Site B (continued)

fate feet fit fight

moan mane mean moon

read ride rid road

niece nose noose noise

miss moose mouse moss

Vowels

7

Pre/Post Test for Site B (continued)

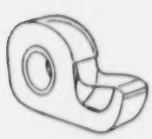
26

can ○ cap ○ car ○ cab ○

27

leak ○ lead ○ leaf ○ lean ○

28



tape ○ take ○ tale ○ tame ○

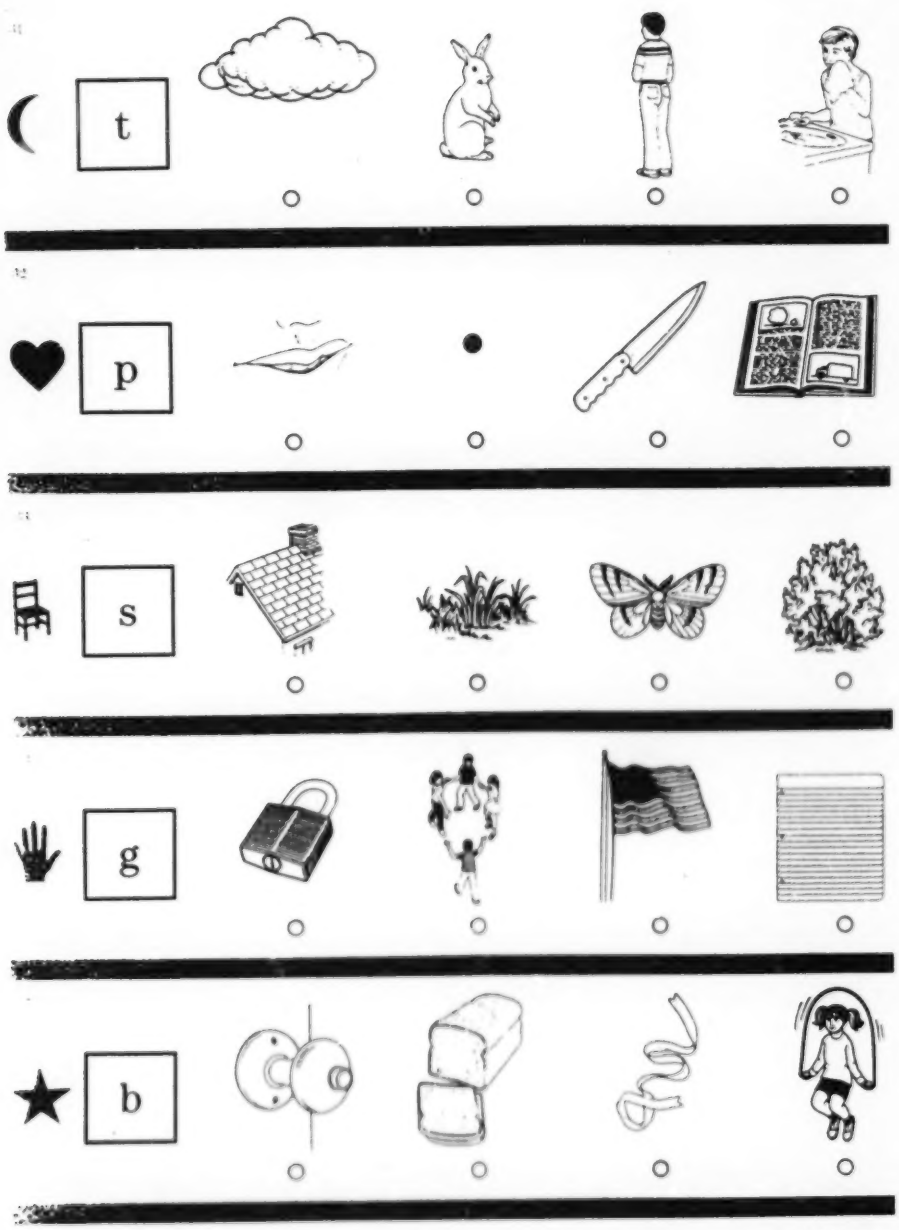
29

mash ○ match ○ mask ○ mark ○

30

crank ○ craft ○ crab ○ crack ○

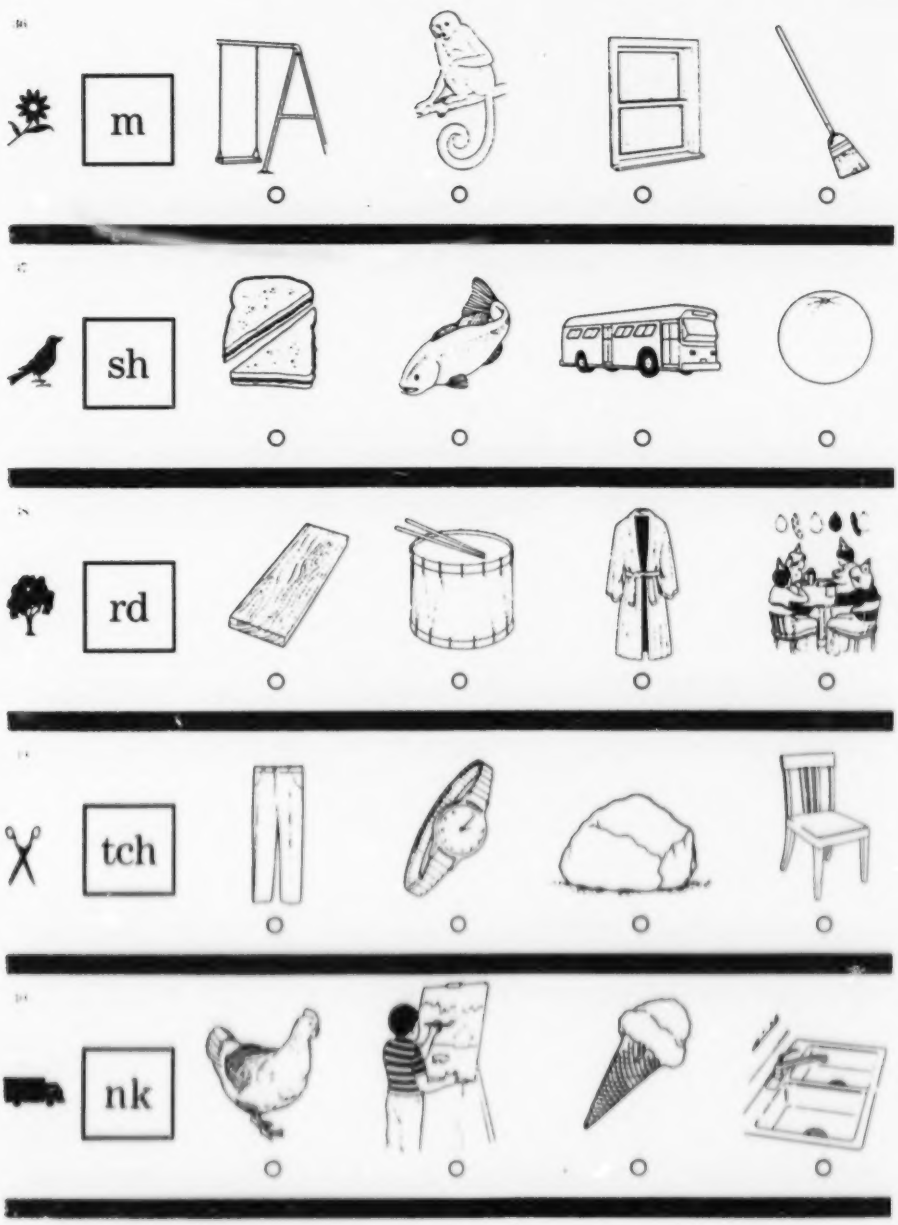
Pre/Post Test for Site B (continued)



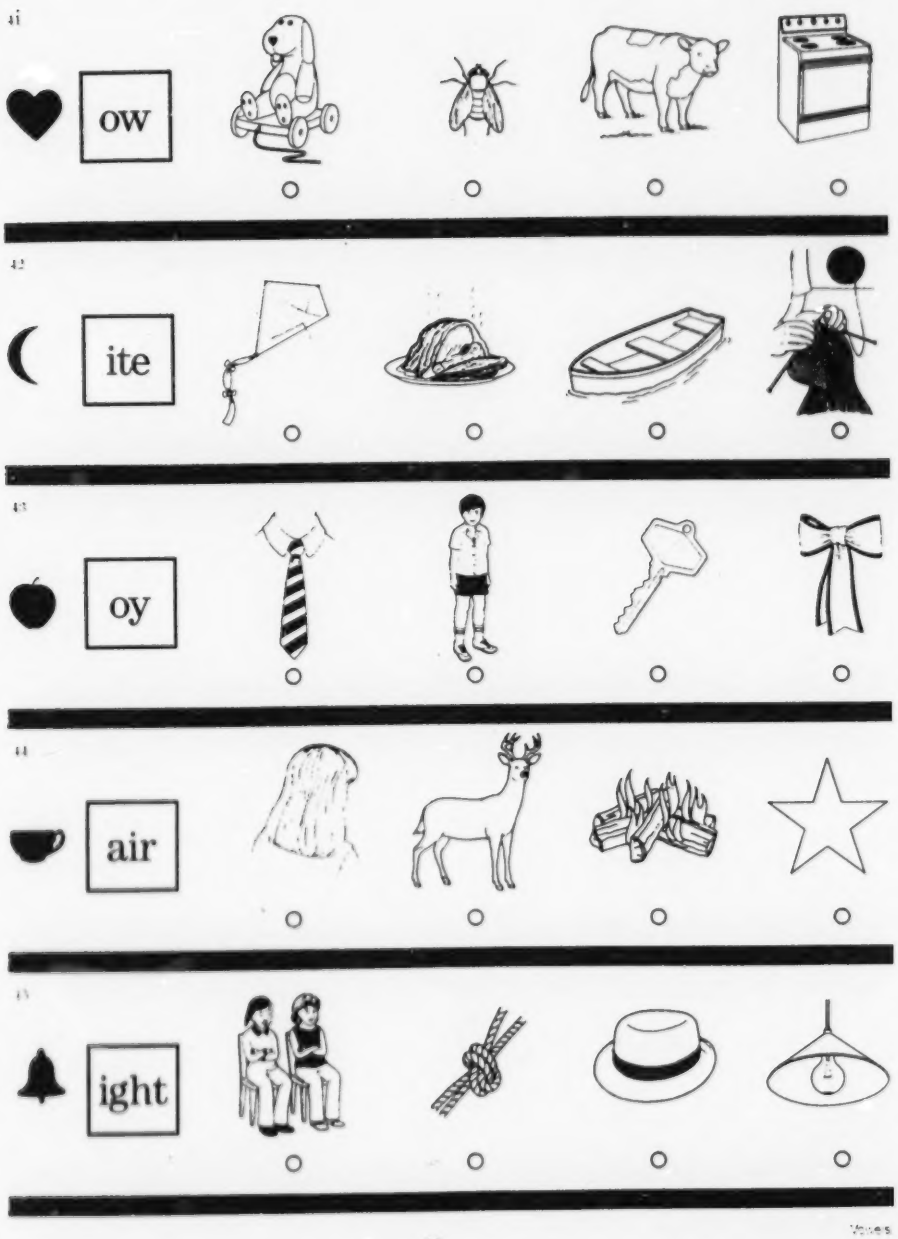
Final Consonants

9

Pre/Post Test for Site B (continued)



Pre/Post Test for Site B (continued)



Pre/Post Test for Site B (continued)

They will _____.

from stay

Pre/Post Test for Site B (continued)

She can run _____.

into	could	fast	is
○	○	○	○

They work _____ hard.

after	try	push	very
○	○	○	○

When did the children _____?

may	said	come	are
○	○	○	○

Who went with _____?

your	came	first	her
○	○	○	○

I took off my _____ coat.

shoes	new	need	just
○	○	○	○

Use of Context

Pre/Post Test for Site B (continued)

Her _____ smiled.

mother ○ she ○ me ○ little ○

What did _____ say?

tell ○ the ○ he ○ to ○

Carl _____ inside the box.

open ○ put ○ looked ○ toy ○

Where did they _____?

were ○ and ○ want ○ go ○

We always walk to _____.

school ○ run ○ out ○ street ○

14

Pre/Post Test for Site B (continued)

You could see the house from _____.

sometime	there	old	down
o	o	o	o

Choose just one _____ those toys.

have	left	all	of
o	o	o	o

My father can help_____.

would	when	us	has
o	o	o	o

They waited for the_____to stop.

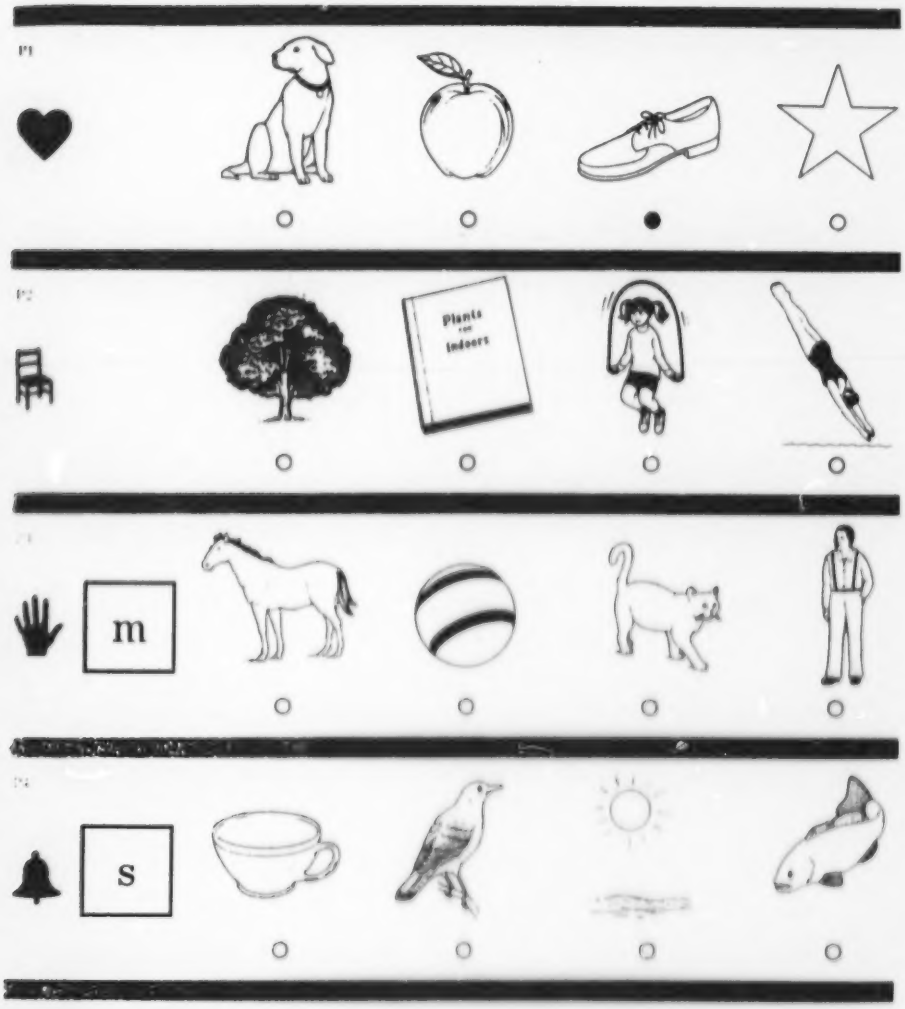
name	truck	every	got
o	o	o	o

He watched _____ it was over.

until	people	with	so
o	o	o	o

207

Pre/Post Test for Site B (continued)



Copyright © 1989 by The Riverside Publishing Company. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of The Riverside Publishing Company unless such copying is expressly permitted by federal copyright law. Address inquiries to Permissions, Riverside Publishing, 425 Spring Lake Drive, Itasca, IL 60143-2079.

ORORST-BW-9987

Appendix H
Pre/Post Test for Site D

END-OF-UNIT 4 TEST

FORM A
Decoding/Vocabulary

Name _____

B. Accumulated elements: consonant clusters

Sample	Ⓐ spread	Ⓑ scrap	Ⓒ street
19.	Ⓐ splash	Ⓑ swamp	Ⓒ squirrel
20.	Ⓐ scraping	Ⓑ strip	Ⓒ shrugged
21.	Ⓐ splash	Ⓑ scratch	Ⓒ spring
22.	Ⓐ strong	Ⓑ swamp	Ⓒ square
23.	Ⓐ split	Ⓑ squash	Ⓒ sweet
24.	Ⓐ scruffy	Ⓑ shrub	Ⓒ stranger

Stop!

Part score: _____ out of 6

Pre/Post Test for Site D (continued)

END-OF-UNIT 4 TEST

FORM A
Decoding/Vocabulary

Name _____

A. Sound/symbol correspondence: vowels

7. joy	Ⓐ mow	Ⓑ moist	Ⓒ moon
8. draw	Ⓐ tack	Ⓑ take	Ⓒ talk
9. fair	Ⓐ bark	Ⓑ bare	Ⓒ bird
10. like	Ⓐ minx	Ⓑ mean	Ⓒ mind
11. open	Ⓐ mitten	Ⓑ mother	Ⓒ match
12. nine	Ⓐ chick	Ⓑ chirp	Ⓒ child
13. rode	Ⓐ hop	Ⓑ hold	Ⓒ horn

Go on.

Pre/Post Test for Site D (continued)

Name _____ **Placement Test** **Primary**

Vocabulary in Context

1. Her _____ likes to take a walk before lunch.
   Ⓐ outdoor Ⓑ daughter Ⓒ sidewalk Ⓓ cookie
2. The secret wasn't a secret _____.
   Ⓐ anymore Ⓑ believe Ⓒ nobody Ⓓ became
3. They took a train trip to a _____ town.
   Ⓐ nearby Ⓑ anywhere Ⓒ daylight Ⓓ beyond
4. We cannot sleep in the hot _____.
   Ⓐ weather Ⓑ moonlight Ⓒ terrible Ⓓ melt
5. He threw the _____ some food.
   Ⓐ garden Ⓑ caught Ⓒ candy Ⓓ raccoon
6. The children _____ lost in the cave.
   Ⓐ cannot Ⓑ became Ⓒ huge Ⓓ neither
7. The _____ came to the village and wouldn't do any work.
   Ⓐ ugly Ⓑ angry Ⓒ monster Ⓓ mountain
8. Our _____ said that the water is deep.
   Ⓐ everybody Ⓑ monkey Ⓒ neighbor Ⓓ measure
9. She found her cat _____ the chair.
   Ⓐ behind Ⓑ afraid Ⓒ favorite Ⓓ onto
10. We read the story about the mayor in the _____.
    Ⓐ answer Ⓑ pretend Ⓒ newspaper Ⓓ truth

10 WINDMILLS Score _____

Stop!

HBJ material copyrighted under notice appearing earlier in this work

END-OF-UNIT 2 TEST

FORM A
Decoding/Vocabulary

Name _____

C. Word structure: prefixes

Sample The store will reopen at three o'clock.

Ⓐ open again
Ⓑ open early
Ⓒ not open

19. When we arrived home, we found the door unlocked.

Ⓐ tightly locked
Ⓑ locked again
Ⓒ not locked

20. The children asked me to reread the story.

Ⓐ not read
Ⓑ read again
Ⓒ read softly

21. I told Pete his shoelaces were untied.

Ⓐ not tied
Ⓑ tied neatly
Ⓒ tied again

Go on.

END-OF-UNIT 2 TEST

FORM A
Decoding/Vocabulary

Name _____

C. Word structure: suffix

Sample My friend has been sick for days.
Her ____ has made her very weak.

Ⓐ sickly Ⓑ sickness Ⓒ sicker

25. Mother covered the baby with a soft blanket.
The baby likes to feel the blanket's ____.

Ⓐ softest Ⓑ softness Ⓒ softly

26. The sun is very bright.
It could even blind you with its ____.

Ⓐ brightness Ⓑ brightly Ⓒ brighter

27. Sam was feeling sad.
There was little we could do to cure his ____.

Ⓐ saddest Ⓑ sadly Ⓒ sadness

Stop!

Part score: _____ out of 3

Pre/Post Test for Site D (continued)

END-OF-UNIT 4 TEST

FORM A
Decoding Vocabulary

Name _____

C. Word structure: inflectional ending

Sample Have you ____ your lunch yet?

Ⓐ eaten Ⓑ eats Ⓒ eating

25. Jim likes his ____ toys the best.

Ⓐ woods Ⓑ woody Ⓒ wooden

26. The clay must ____ before we paint it.

Ⓐ hardly Ⓑ harden Ⓒ harder

27. The cold and wind can ____ your skin.

Ⓐ redder Ⓑ reddest Ⓒ redden

Stop!

Part score: _____ out of 3

Patterns
Level 7

Note that all rights to this test are reserved by the publisher.

Pre/Post Test for Site D (continued)

END-OF-UNIT 2 TEST

FORM A
Comprehension/Thinking

Name _____

E. Story structure: characters (traits); plot (attempts to solve problem)

Tim always kept his room clean. He was careful to put his toys away when he was finished playing. He always put his clothes where they belonged.

Tim felt the same way about his neighborhood. He never threw candy wrappers or garbage on the streets. He thought it was important for his neighborhood to look pretty. But each morning on his way to school, he noticed that the neighborhood park looked messy. Papers, cans, and bottles were scattered all around. The park benches and fence were covered with writing and scribbling. Tim wanted to do something about it.

One afternoon he got an idea. He made signs that said "Please come to the park on Saturday morning at 10:00 A.M. for a big clean-up day." Tim gave the signs out at school. He put some on the trees in front of the park and some in the shop windows nearby.

To his delight, many people came to the big clean-up day. On Sunday, the park looked neat again.

Go on.

Pre/Post Test for Site D (continued)

END OF UNIT 2 TEST

FORM A
Comprehension/Thinking

Name _____

E. Story structure: characters (traits); plot (attempts to solve problem)

Sample How did Tim feel when he passed the park each morning?
- (A) delighted
- (B) playful
- (C) unhappy

53. What kind of boy is Tim?
- (A) silly
- (B) neat
- (C) sad

54. What does the story tell you about Tim?
- (A) He didn't care about how things looked.
- (B) He didn't like to play in the park.
- (C) He was concerned about his neighborhood.

55. What was Tim's problem?
- (A) No one would help him clean the park.
- (B) He didn't know how to keep his things neat.
- (C) He wanted to get the park cleaned up.

56. How did Tim solve his problem?
- (A) He asked his friends and neighbors to help him.
- (B) He went to the park by himself on Saturday.
- (C) He always threw away his candy wrappers.

HRW material copyrighted under notice appearing earlier in the work.

Go on.

Pre/Post Test for Site D (continued)

Name _____ Placement Test Primary

Reading Comprehension (continued)

How does an apple grow?

Have you ever eaten a sweet red apple and noticed the tiny black seeds inside? From one of these small seeds a huge apple tree may grow. The seed must be covered with dirt. It needs water to help it grow. It takes many years for the tree to grow big and tall. In the spring the apple tree will have many pretty pink and white flowers on its branches. These little flowers make the spring air smell sweet. Soon the flowers drop to the ground and apples start to grow in their place. In the beginning the apples are small and green. As summer comes they grow larger. Some apples change in color from green to red or yellow. Finally, in the early fall the apples are ready to pick. They taste sweet and wet inside. Apples are a tasty fruit to eat.

6. An apple tree comes from a _____.

   Ⓐ seed
   Ⓑ flower
   Ⓒ fruit
   Ⓓ branch

HBJ material copyrighted under notice appearing earlier in this work.

Go on.

Pre/Post Test for Site D (continued)

Name _____ Placement Test Primary

Reading Comprehension (continued)

7. An apple is a ____.
   - Ⓐ weed
   - Ⓑ root
   - Ⓒ fruit
   - Ⓓ flower

8. The story says an apple can be _____.
   - Ⓐ brown
   - Ⓑ black
   - Ⓒ green
   - Ⓓ pink

9. Which words tell about a tasty apple?
   - Ⓐ wet and sweet
   - Ⓑ old and black
   - Ⓒ small and green
   - Ⓓ red and dry

10. When the flowers drop to the ground, apples _____.
    - Ⓐ fall off
    - Ⓑ start to grow
    - Ⓒ are ready to pick
    - Ⓓ change color

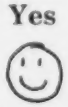
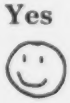
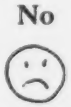
HBJ material copyrighted under notice appearing earlier in this work

WEATHER VANES
Score _____

Stop!

Appendix I
Pre/Post Student Survey

Student Survey

1. I like to look at books.	Yes	No
2. I like to hear stories.	Yes	No
3. Someone special reads to me at home.	Yes	No
4. I can read pictures.	Yes 	No
5. I can read words.	Yes 	No 

Appendix J
Parent Survey - pre

Parent Survey

Please choose one answer to each question by circling the answer that applies best to you.

Part I
Time involvement with my child.

	no	seldom	often	always
1. I read to my child daily.	1	2	3	4
2. I play games with my child.	1	2	3	4
3. I have discussions with my child.	1	2	3	4
4. I watch TV with my child.	1	2	3	4
5. I take an active part in reviewing my child's schoolwork on a daily basis.	1	2	3	4

Part II
Activities I do with my child outside of school.

	no	seldom	often	always
1. I take my child to the library.	1	2	3	4
2. I do outdoor activities with my child.	1	2	3	4
3. I take my child to museums, aquariums, or zoos.	1	2	3	4
4. I take my child on vacations.	1	2	3	4
5. I take my child to cultural events.(ballets, concerts, or plays)	1	2	3	4

Part III
My role in my child's education.

1. I can volunteer in my child's classroom.	YES	NO
2. I will assist my child's classroom teacher as needed outside the regular classroom setting. (help by constructing materials)	YES	NO
3. I will support my child's classroom teacher by supervising my child's homework.	YES	NO
4. I will be active in my local school districts parent organization.	YES	NO
5. I will attend after school or evening parent nights.	YES	NO

Parent Survey - pre (continued)

Part IV
Expectations of the school.

1. I expect to be informed of my child's academic progress.	YES	NO
2. I expect to be informed of school discipline procedures. (i.e. on the bus, in the lunchroom, etc.)	YES	NO
3. I expect to be informed of any excessive inappropriate behaviors displayed by my child. (i.e. fighting, profanity, etc.)	YES	NO
4. I expect to be informed of the academic requirements of my child. (including social behavior)	YES	NO
5. I expect the school to be a safe environment for my child.	YES	NO

Your name_____Child's name_____

Appendix K
Parent Survey - post

Parent Survey

1. Was the training program beneficial to you? Yes No

   Optional: Why?_____

2. Did your child benefit by your involvement in the classroom? Yes No

   Optional: How?_____

3. Did you enjoy participating in the parent volunteer program? Yes No

   Optional: Why?_____

4. Would you participate in this type of program again? Yes No

Additional comments _____
_____
_____

Appendix L
Teacher Survey

Dear Teachers,

I am currently working toward my Master's Degree in Education. The focus of my research is on The Effects of Parental Involvement on Student Reading Achievement. I would appreciate if you would complete this survey and return it to me as soon as possible.
Thank You .

1. Do parents volunteer in your classroom on a regular basis?
   Yes No

2. Do you feel parent volunteers could be helpful to you?
   Yes No

3. Do you feel parent volunteers could be helpful to students?
   Yes No

4. Do you feel parent volunteers could be an asset in improving reading achievement in your students?
   Yes No

5. Are you comfortable with parent volunteers in your classroom on a regular basis?
   Yes No

6. Do you feel parent volunteers would be more beneficial if properly trained?
   Yes No

Comments / Suggestions: